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Programs for January

Happy New Year!

After the Christmas vacation winter settles down upon us, with its short days and its long evenings, and we are faced with the duty and the opportunity of the home in providing the right sort of occupation for the leisure hours in the lives of the younger generation. So let us consider this month:

Recreation—the Home's Responsibility.

In using these programs it must be remembered that under each heading are grouped the papers especially suited to that particular phase of child development, but that often one article will provide ample material for an afternoon of reading and discussion, with possible suggestions gleaned from the other three to round out the general topic.

For the High School

1. *Right Reading.*
2. *Film Recommendations.*
3. *The Need of Recreation and Social Standards.*
4. *Thrift Is a Habit.*

For the Mothers' Club or Parent-Teacher Association

1. *Home Play.*
2. *What Music Should Mean to Our Children.*
3. *The President's Message.*
4. *When Your Child Has Done Wrong.*

For the Pre-School Circles

1. *When Book Lessons Begin.*
2. *When Your Child Has Done Wrong.*
3. *Suggestions for Kindergarten Legislation.*
4. *Little, Little Jane.*

The old year is fast slipping back behind us. We cannot stay it if we would. We must go on and leave our past. Let us go forth nobly. Let us go as those whom great thoughts and greater deeds await beyond.—*Phillips Brooks.*

The President's Message

IN THAT great School of Parenthood, the Parent-Teacher Association, one of the objects to strive for is expert knowledge of our national system of education, not as professionals but as students and observers.

We have a definite contribution to make to the schools, but we must not mistake our part in the life of the community. Our duty as citizens is to see that we get what we pay for, to know values, and at times to demonstrate possibilities.

When we buy the services of a doctor or a lawyer, an architect or a plumber, we expect to see the patient cured, the case won, the house well-built or the drainage satisfactory, and to that end we inform ourselves as to the standards to which we may reasonably expect these professional experts to conform—but we do not attempt to instruct them as to the proper methods for the conduct of their business, and few are so bold as to even offer suggestions. It is *their* duty to produce the best possible results from the training they have received, but it is *ours* so to educate ourselves in the knowledge of what we have a right to demand from those who offer their services to the public that the quack doctor, the shyster lawyer, the inefficient workman, shall find himself without employment.

So with the profession of teaching—we, the general public, should be acquainted with the modern standards of efficiency and should know their market value, and if we then, through false ideas of economy, prefer to buy a third- or fourth-rate product, we should not expect better results in education than in medicine or law or business, from the same grade of workmen. We are concerned with matters of education much as the doctor is interested in the sanitary conditions surrounding his patient; he is not responsible for them directly, but he is to be censured if he makes no effort to improve them when they are hopelessly bad and are affecting the results of his legitimate efforts.

We must have an intelligent understanding of all the forces acting upon our children, but we need to awaken to the stern realization that in no profession are there proportionately so few experts as in that of Parenthood, in none is the standard so fluctuating.

The ethics of medicine, law and business have reached a point at which the transgressor is clearly recognized and generally condemned, but the delinquent parent goes unmolested on his way, wrecking souls and warping character and wasting health, unrestrained by any code, and, except in cases sufficiently aggravated to bring him within the jurisdiction of the courts, uncontrolled by public opinion and fiercely resentful of its expression.

Better Babies, Better Homes, Better Child Labor Laws, Better Health, Better Schools: these slogans meet our eyes in the great monthly and weekly periodicals whose influence spreads out to millions of men and women, stirring them to indignation and to active reform, and among these we are but as one small whisper, a sound all but lost in a great orchestra.

Yet as one violin may set the tempo for the sound waves from all the wood and wind and stringed instruments, even so, perhaps, may we make *our* influence felt if in six hundred thousand homes today we can raise the clear, high call for BETTER PARENTS.

NO "ROYAL ROAD" TO SUCCESS.

As in medicine and law, in music or in business, theory alone will not make one a master of his chosen profession, but to knowledge of principles must be added long years of patient practice, so in parenthood, study and the exercise of its

results must go hand in hand. As the people we meet in a doctor's waiting room present to his trained eye the symptoms to which we are blind, so does that mysterious bundle of possibilities which at first we see as just a child, unfold to our developing perceptions the qualities of heart and mind and soul, the habits and in time the character, which make of him a problem demanding our most earnest and unwearying study.

"To prepare a better world, we must provide better men and women, physically, mentally and morally—and we should start with the child."

"The future of the world depends on the child. All the advance the world has hoped for and largely failed in attaining, may come in the new generation if the children can only be properly molded. All the unsolved individual and social problems may be more hopefully approached if we can but prepare better material with which to make the effort."

"What can we do about heredity? How can environment be best controlled? How can we secure a better race?"

"Upon the proper answer to these questions depends the future of civilization. The first and sure thing to do is this: CONCENTRATE ON THE CHILD."

This is the voice of authority. Let us face our responsibility squarely and in the faithful practice of our profession let us find the solution men are seeking far and wide, and which, like the Bluebird of Happiness, is to be found within our homes.

MARGARETTA WILLIS REEVE.

A TRIBUTE

THE METHOD OF SOMEONE WE LOVE

THE other day I was reading Edmund Burke, a statesman who is said to have uttered more quotable wisdom than any other. Speaking of managing large bodies he said, "If we do not permit our members to act upon a very enlarged view of things, we shall at length degrade our national representation into a confused and scuffling bustle of local agency. When the popular member is narrowed in his ideas and rendered timid in his proceedings, the service of the crown will be the sole nursery of statesmen. . . . On the side of the people there will be nothing but impotence: for ignorance is impotence; narrowness of mind is impotence; timidity is itself impotence and makes all other qualities that go along with it impotent and useless."

As I read these wise words relative to the managing of large national bodies, how could I but think of someone we all love very much, our former president, Mrs. Milton P. Higgins. Did she not hold us and bring us together because she, by nature, acted on "a very enlarged view of things?" The narrow, the petty, found no resting place for its small feet in her doings. "It's the big thing, the broad thing, the noble thing. They'll criticize, say it's politics, but it's the right thing. Go ahead," she would say.

It is that attitude that really makes union; it moves on the mountain top and petty criticism will not live in that air. Everybody moves up, and local dissension, that fruit of a too timid policy, dies before the larger vision, the exhilaration of being bold for the liberal and the right. So strongly did I feel this power to act from a very enlarged view of things in Mrs. Higgins and the wonderful union that it brought to us that I cannot forebear to send to our CHILD-WELFARE MAGAZINE this tribute to one we all love.

ELIZABETH TILTON,
Legislative Chairman.

HOME PLAY

An address delivered at the Recreation Congress, Springfield, Ill.

BY EDNA G. MEEKER

WHAT happened to the 60,000 girls who disappeared in the United States last year?" This is the question asked by the National Association of Travelers' Aid Societies. It is a challenge to every one who hears it, and also raises other questions. What of the homes of these girls, of the homes that cannot hold their boys, and of those from which fathers and mothers are deserters?

A fundamental cause for this exodus of individuals, which carries in its wake such heartbreaks, and too frequently blighted lives and disrupted homes, exists and remedies must be found.

One of these 60,000 girls I happened to know about very particularly. Just a year ago I was spending a few weeks in a small town hemmed in by mountains and peculiarly isolated. This town was thoroughly startled one morning when the news quickly spread that a young girl had run away from home and that, through remorse, the father had attempted to kill himself. The home was a new one with an attractive exterior and beautifully located. The father was well-to-do and prominent in the city's life. The daughter, having few outside interests, spent much time at home. The family took little thought about helping her plan for the things she would be interested to do and for which she had talent. Evidently they thought the girl should be content in the good home with all its physical comforts and with food to eat, clothes to wear and church and the movies to go to. When the girl made her personal attempt for self-expression, doing it through the only avenue she could see open, the family waked to the fact that they had failed their child. Day after day the newspapers, far and near, were recording the facts about her going and clues to her whereabouts and also reports from the hospital of the father's condition. The family was the chief topic of conversation in the locality, men and women often delaying their busi-

ness to go over details and express surmises and opinions. An outstanding criticism was that the father never stayed at home evenings. This is only a brief account of a tragedy which made a deep impression on an entire community and the memory of which will last for long years. The sorrow and stain have become a part of the family life and history. It is for us to remember that besides this individual story there were tens of thousands in this country last year which were equally heart-breaking. What the figures will be for this year and for the years to come who can tell? Surely we must do our part to reduce them to a minimum. And will you please remember this about the mountain town girl—after she had gone her family knew what they might have done to make her happy at home, and this knowledge of neglect was what gave the father a feeling of despair. Somehow it makes us believe that Wisdom always stands waiting for us to open our minds to receive it.

Added to the thousands who leave home because of dissatisfactions are the unnumbered individuals who never willingly remain at home to enjoy companionship with their families. This must be because someone or everyone lacks ability or sufficient interest to make the family life seem worth while, entertaining or at least pleasant.

To this group belongs a young man of my acquaintance who, as soon as his income would allow, left home to board somewhere else because, as he said, "No one would play games or do anything at home evenings." This was true, although the home was otherwise a very comfortable and happy one. The young man's sister is conscious of some lack because she calls going to visit an aunt, "Going home." Here the family is not too busy or preoccupied to take an interest and sometimes join in the child's amusements.

At one time, while calling in a New York tenement home, I asked the daughter, a

girl of about 13 years, what she did evenings. Her reply was, "Don't you think our rooms horrid? I just cannot stay in and so walk up and down the street." The two rooms were clean, but scantily furnished, and very poorly lighted, and I could well understand why the young daughter noticed a lack of cheer and cosy homelikeness. Sometimes it only needs a warm, bright light over a center table to make a whole family flock about it with reading, sewing, a game or whatever it may seem to invite the various individuals to do.

The keynote to a happy life is a happy home. A place worthy the name *home* is where individuals may feel a sense of relaxation from the problems or cares of the outer world and get inspiration or encouragement to meet them, or where one may have the companionship of people who are loved in a particular way.

Miss Murray, of the New York Travelers' Aid Society, tells us that it is seldom a boy or girl runs away from a genuinely happy home. And isn't the frequent first thought of dissatisfaction with home embodied in James Whitcomb Riley's verse:

"O what did the little boy
'At nobody wanted him to?
Didn't do nothin' but romp an' run,
An' whoop an' holler an' bang his gun,
An' bust fire-crackers, an' ist have fun
An' 'ats all the little boy done!"

Another step in dissatisfaction comes when, in a spirit of fun and for want of something better to do, a child will indulge in the ungentle art of teasing and for this receive what to him seems unwarranted rebuke and punishment. Then there are the countless occasions when a parent's impatience or nervous irritability burdens a child by creating in the home an atmosphere from which he wants to escape. Fortunately a majority of instances like these and other unhappy ones children meet are overbalanced by more usual experiences of love, sympathetic understanding and real comradeship.

The world is coming to accept the play spirit as God-given and to know that, when rightly understood and used, it will add grace and beauty to our relationships with

people, our work and our worship. Perhaps, too, we can say of the play spirit as we can of humor, that it is a "saving sense."

Frequently when one feels too tired or too busy to play, play is just the thing needed for rest, rather than a sitting down to think about it, or going to sleep to wake with the burden still on one's mind. That is a real friend who, at the psychological moment, appears and by his enthusiasm and initiative proves to us we are too tired *not* to play.

A certain hard-working widow living in a West Virginia mining location supports herself and children by keeping boarders. One evening last fall she climbed the road to the community hall because the children's teacher had urged her to go to a game party there. She was an active participant and later said, "When I went to the party I was so tired it seemed I never could get up the hill, but when it came time to leave I had forgotten all about being tired. At home the children, our boarders and I have played all the new games and have done the stunts and tricks I learned at the party."

It happened that at this particular party fun for the home circle was emphasized in the early part of the evening while the people were arriving. The leaders happened to be some of those recreation workers who have made it a custom to utilize the time from the arrival of first guests until all have assembled in playing games and teaching stunts that might be enjoyed at home. It would be a simple matter for community workers to adopt the slogan, "Try this on your family," and use it when teaching a song, a game, a stunt, telling a joke or story, giving an interesting piece of information, or after teaching some kind of handwork.

Unless necessary absences are carefully explained, children resent parents being away too frequently. They want to feel that mother or father is near-by, even if they do not often seek their parents' companionship. At one time while crossing a bridge with a little girl she said to me, after looking out over the water and discovering a

lighthouse on an island in the distance, "I wish we lived there, for then mother would not go away so much." Another girl, returning a borrowed game to a settlement house worker, asked, "Haven't you some more as interesting as that? It kept my father and brother home all evening and they played until eleven o'clock."

Perhaps we do not often enough lend games or give them as presents, and possibly some practical ways may be devised for conducting circulating game libraries.

Home play is not to be considered simply as playing games, or singing, or reading together in a family group, but it includes the spirit of gladness which so pervades home life that one can say, as did a Boy Scout in writing to friends, "I tell you we fellows don't realize what a lot of indoor sport it is just to eat with the family on a cold winter night."

It is continually being proved that, with intelligent household organization and congenial companionship, housework and general homemaking may be a pleasure and not a burden. Yet we all know homes where to each member of the family every household activity is drudgery. We know, too, other homes where drudgery is annihilated through the spirit of energy and lightheartedness, which says, "Let's make short work of these dishes."

Two years ago we were told that there were twenty-six million women and girls engaged in making and keeping homes in the United States; that less than half that number were wage-earners, and that of these, nine-tenths were, or soon would be, home-makers. We have reason to believe that these figures are ever growing and that it is the part of recreation specialists and other leaders to consider ways in which they may be of still greater service to this army of women and their households. The 1920 census report shows over 6,400,000 farms in the United States, and having in mind the thousands of isolated mountain and prairie homes we can somewhat estimate the many, many households that must depend for much of their stimulus to play on an occasional gathering in the school-

house or Grange hall and on magazine and newspaper suggestions.

Unless parents are careful to enjoy home play with their children and to encourage a recital of games and adventures in sport enjoyed when away from home, the time will come when father and mother will be considered too old to care for, or too old-fashioned to be interested in, the recreations of their children. If parents deplore any phase of the so-called "spirit of the age" perhaps, on second thought, they will add, "I guess we might have done more to make it more truly satisfying to our young people."

The sanest legacy parents can leave to their children is the ability to think clearly and to work and play fairly and thoroughly and all with a spirit of service. Where this is accomplished the memory of home life will be a benediction.

Theodore Roosevelt, with his multitude of interests and responsibilities always found time to romp and play or read with his children regularly when at home. When he or they were away he took time to write to them even if he had to dictate a letter from a barber's chair. He knew it was normal for a boy or girl to desire or even demand adventure and exploration and so took his children into the woods and open country and taught them the wonders of nature. He endeavored to make them hardy and unafraid and to take keen enjoyment in living.

With splendid altruism newspapers and magazines have established special pages and columns devoted to the interests of women and children in the home. There remains a more neglected field to be covered, that of fathers and their interests in common with those of their children. For fathers, as well as mothers, need many and a continuing number of suggestions. We hardly need to remind ourselves of the very particular kind of respect which children have for father, for his judgment, his physical strength and his knowledge of the big business world, and because father knows about "most everything." Nothing in a child's life can quite take the place of playing "rough-house" with father.

Some time ago a recreation worker in a southern city was desirous of knowing, as nearly as possible, to what extent the fathers of the town were playing with their children. To each of the 3,700 children in the grade schools was given a paper on which appeared the tactfully worded question, "Does your father play with you much?" Nearly fifty per cent of the answers were "No." There were practical evidences, after the results were published, that it made a deep impression on many of these men. A friend tells about a man of very limited income who spent as much as he possibly could afford on Victrola records, having proved they were a large contributing element to the recreational life of the home he was trying to make happy for his motherless children.

In thinking of home play we have in mind recreation for the individual as well as for the family group. It is important to make children resourceful so that they may entertain themselves alone as well as have the ability to help entertain others. But too frequently in some homes the cry from a small child rings out, "What can I do?" And all too frequently father or mother doesn't know what to suggest.

Sometimes busy mothers forget that they do not have to stop working to play with their children. Mending, ironing and other occupations will seem less like labor if the mother, responding to a child's desire to play with her, will divide her attention between her occupation and the playing of house, fairy hide and seek, capping geographical names or a variety of such games, according to the age of the child. It is another way of strengthening the spirit of comradeship between mothers and their children.

Children take a justifiable pride in knowing how to do things and in general knowledge acquired. If adults can make the subject matter vitally interesting it is rarely difficult to hold the attention of either boys or girls. Work or play will almost invariably attract them if suggested at the right time and by the right method. At least a partial realization of this came to a mother in the following way: she had attended a

Community Service class in home recreation and had been interested, personally, to learn how to make small flowers of worsted, but said the knowledge would not help her with her family of active boys. Shortly after she had arrived home two of the boys came rushing in and, to her great surprise, said, "We know how to make flowers, for we were playing with Beatrice when her aunt came from the community meeting and she showed us." To the mother's greater surprise a few days later, when she was going to a neighboring city, the only thing her athletic, inventive boys wanted her to bring them was worsted to make more flowers.

Some neighborhood workers who have talked to groups of women regarding more recreation in the home have been impressed with the fact that most often it is those who do play with their children who are most watchful for new ideas and plans. They have found other women whose lives have been almost devoid of recreational privileges who take pride in being able to say, when something has been taught them, "I didn't know how to make that before, but the children did." I wonder if we realize sufficiently how starved for recreation some people are. In fact, though hungry for it, they, as yet, do not even know how to initiate play in their own homes. With many fathers too, there is this great desire and also the big barrier of self-consciousness to interfere with the inauguration of any form of home play. These conditions must be faced if we would understand some of the assistance needing to be given.

We were impressed with the earnestness of the eleven-year-old girl who, having read a copy of the "Playground," reminded the aunt she was visiting that the magazine said members of a family should play together often and she thought their family should do it regularly in order to keep together. This is one of the reminders that often the initiative of children may be depended upon when it is lacking in parents.

We now come to the point of asking ourselves through what channels this sub-

ject of home play is to be broadcasted so that every home in all these United States shall feel it a personal message. In answering this our first thought is: No new organization is needed, but schools, churches, libraries, Family Welfare societies, the countless clubs to which men and women belong, organizations which reach boys and girls, and recreation departments, should be enlisted for this service, as well as newspapers and magazines and many of the national movements for social betterment. As has been suggested previously much has been done by organizations, publishers and individuals.

Without any appearance of forcing the subject of home recreation probably it could be arranged, through specially appointed committees, to have at least a single thought expressed, or idea worked out, at a majority of the club meetings which men, wo-

men and children attend. Ministers might more frequently preach sermons on home life. School teachers and playground leaders might more regularly teach games to be played at home and also give children opportunities to tell ways in which their families have fun. Thus might grow with large numbers of individuals, the habit of daily taking to the home life something to enrich it. Finally, I recommend that a Home Recreation Committee be appointed by this Recreation Congress to make a thorough study of this most important question and take steps to formulate and carry out a definite plan. It would give a new impetus to the big cause of more unified family life in America and the hope that never again, as a nation, shall we have to face the fact that, of our girls alone, 60,000 are disappearing from their homes in a single year.

LITTLE, LITTLE JANE

By May Ellis Nichols

She is so merry, little, little Jane!

A year old baby, toddling round the floor.

She falls, but smiling clammers up again,

And climbs to fall, and falls to climb once more.

She is so patient, little, little Jane!

If we must take her toys, she does not cry:

We are her gods; if we decree her pain,

She must submit, nor ask the reason why.

She is so helpless, little, little Jane!

She cannot ask for anything she needs:

And, if perchance she does with sobs complain,

We can but guess for what it is she pleads.

She is so loving, little, little Jane!

Her trusting baby eyes have learned no fear:

Her outstretched arms entice us, till we fain

Would hold her close, so soft, and warm, and dear.

Oh, merry, patient, loving, little Jane!

Oh, new immortal soul! Oh, sacred trust!

May He, who sent you o'er our hearts to reign,

His guidance grant to make us wise and just.

DAY NURSERIES FOR PEASANT WOMEN

BY JESSICA SMITH

IT is a common thing in Russia as you ride through the fields where the peasants are working to see some little youngster of nine or ten sitting in the blazing sun on the edge of the field, holding a little yelling baby, chewed up by flies and mosquitoes, while the mother is helping to cut the grain. Or you see the little tots running around by themselves in the village, ragged, dirty, and often sick, with no one to care for them but a little sister hardly bigger than themselves. And sometimes when the baby is very small, and there is no sister to care for it, the mother will chew black bread and tie it up in a thin rag, and leave the baby in a cradle sucking on that all day. And as you go through the villages you see children with infected sores and cuts and swollen stomachs and diseased eyes, all sorts of things the matter with them, which may kill them or make them weak and puny for life, for want of the simplest kind of care.

That is why the Health Department of the Soviet Government is so anxious to start day nurseries in the outlying districts, so that there may be some kind of care given to those children whose mothers must work in the fields. And that is why

Dr. Graff, head of the medical department of the Friends' Mission, who has been in many of the villages, and seen these conditions for herself, is very anxious to help the Health Department with these plans, and to make the organization of day nurseries for the summer one of the main divisions of the future medical work of the Friends' Mission.

The thing is being done for the factory workers in the cities, and the need is no less great among the peasant women. I have been in some of the day nurseries supported by the factories and found some of the healthiest and happiest children there that I have ever seen. In one of these nurseries I went into, run in connection with a clothing factory, I asked where they kept the sick children. "Sick children!" they said in surprise, "Why, our children are so well taken care of that we don't have any sick ones." There is no reason why the peasant mothers should not be able to say the same thing with all the opportunities for air and sunshine that their city sisters lack entirely.

It will take some time to convince the village women of the necessity of day nurseries, for they think that the way they have



always done is the best way, and unschooled as most of them are, it is difficult to interest them in the new ideas. But in some places they have already taken hold of the idea with enthusiasm.

In Borskoe, Dr. Graff found an enthusiastic Soviet Committee with plans already made to open a day nursery. They had read the circulars from the Health Department, called a meeting of the mothers, and decided to ask the Quakers for help in organizing a day nursery before they were even approached on the subject.

A big house with 25 beds was made ready. A trained nurse from the hospital

was put in charge, with one of the brightest of the village girls put under her for training, and the day nursery is already running. The Quakers are furnishing the clothing, and some special food and medicines. The woman doctor in Borskoe visits the day nursery, and gives special attention to the sickly children. In Bogolubovskaya they are also enlightened, and have opened a day nursery with 20 beds. This is only a beginning, but the other villages will hear about it and follow suit. And in time all the peasant mothers will be begging for day nurseries where they can keep their children while they work in the fields.

A PRINCIPAL GIVES PARENTS A SHOCK

OH, OH! The tables are turned. Here's a school that isn't satisfied to stand defenseless against the attacks of critics; it strikes back, and hits hard, too.

Recently the principal of a school in Toronto sent out a questionnaire to the parents of the pupils in his charge, and, considering the number who flunked, it was generally admitted that the schoolmaster had set the parents a stiffer test than he had given the children in the June exams. Here is what he asked them:

1. Do you visit the school to inquire about your child's progress and deportment and to see if you can help the teacher to help the child?

2. Do you encourage your child in respect for teachers and others in authority?

3. Do you send your child to bed in time so that he will be rested and fit for study?

4. Do you provide plain, nourishing food and see that your child is up in time to eat a good breakfast?

5. Do you teach your child to read the papers and find out the best in them, and do you encourage an interest in public affairs?

6. Do you avoid gossip and the telling of incidents which may be misinterpreted by your children?

7. Do you encourage helpful conversation at the table?

8. Do you interest yourself in your child's sports and amusements and friendships?

9. Do you comply with the rules of public health in your home, and do you keep in mind the fact that while the school may do much to instill the right principles, your children are handicapped if you do not support it, by instilling obedience and high ideals of patriotism and personal life?

There's no reason for restricting so good a thing to Toronto. Any city, any school, any family, may find a little such heart-searching a valuable awakener. The school doesn't bear all the responsibility for your child's welfare today, nor for his future when it graduates him. The home, after all, is the seat of ultimate responsibility. The psychological atmosphere of the home is the foundation of a child's success in after life, far more than scholarship or brilliancy.

There's been a regular epidemic lately of blaming the schools for everything from a young person's bad social behavior to the amount that college graduates don't know. But how about asking the home to at least share the responsibility with the school? It sounds like a pretty good idea. —*Boston Teachers' News Letter.*

WHEN YOUR CHILD HAS DONE WRONG

BY EDITH LOCHRIDGE REID

PARENTS have two definite and important responsibilities in training their children; the first duty is to inspire the child to do right, and the second to help him make proper adjustments when he has done wrong. Either of these is a delicate task that calls for intelligent, conscientious treatment, but the second is the source of more difficulty for the parent.

No child does right always, much as we might like to eliminate this truth from human conduct, and likewise no parent always handles questions of misconduct in the wisest manner. Since each child differs from every other in disposition and characteristics, it follows that the guidance and training of each particular child is a distinct experience in which general rules are only partially helpful, but there are certain suggestions which may aid in making discipline easier for the parent and more beneficial for the child.

Before discussing disobedience and misbehavior it is encouraging to think that the average child does right much oftener than he does wrong, but until he does make a misstep his right conduct is too often left unnoticed and unapproved. In the average child also there have been developed through home influence some pretty fair ideals of right by which he may govern his life. Yet in the best of homes children do make mistakes, and they do disobey, either wilfully, thoughtlessly or through ignorance.

Here, then, is the first step to be taken in analyzing an infraction of discipline: determine whether it was intentional, whether a heedless rushing ahead without thought or attention, or whether it was a sudden facing of new temptation, unprepared.

Unless this analysis is applied to the situation to determine what phase of wrongdoing is to be considered, the parent may return a wrong verdict and mere punishment rather than help may result.

In the normal child the slips of disobedience are usually those that have characterized the childhood of all generations, with perhaps slight modifications due to environment and progress, but very frequently what we call naughtiness is only the result of a child's experimental blundering—he is simply gaining his experience with life as we have gained ours.

If a child commits a misdemeanor such as we ourselves committed as children, then we should be able to handle the situation all the better from our own experience; if, on the other hand, he does a wrong of which we never were guilty, it is our responsibility as parents to study even more carefully the motives or influence which caused the lapse.

A child usually "behaves" for one of two reasons—either because he has definitely formed the doing right habit, or because he fears punishment if he misbehaves. Now let us assume that he has done something wrong when usually he is a conscientious, right-acting individual. His first thought then is to square himself and start over with a clean slate. With this resolve in mind he decides to confess his mistake, let us say, to mother. But then he thinks, "What will mother say? I wonder what she'll do? Do I dare tell her?"

Now upon that child's decision in the matter of confession rests the mother's reputation as a disciplinarian and helpful counsellor. If she makes gestures of dismay and astonishment or flies into an angry temper over the confessed naughtiness, there is no hope of stimulating or holding future confidences. The child will soon cease to confess even under pressure of inquiry, and this is the fatal condition of affairs which must be avoided if help for the child is to be achieved. This problem of getting the boy or girl back on the right track cannot be done by jamming on the brakes and whirling about too abruptly; it requires delicate negotiation by a paren-

tal expert of understanding heart and quick, deep sympathy.

A child who brings himself voluntarily to confess a wrong is on a tense nervous strain. He has used much moral and physical energy to bring himself to the task, and is in no state of mind to receive advice or punishment immediately, and the parent is no more in condition to administer the same. What the child has wanted to do is to get the matter off his conscience, and now that this is done, he should be sent away quietly to his room to relax and rest and weigh the matter still further, thus giving the parent a similar chance to bring fair judgment on the case.

Confidence is so valuable, yet withal so elusive and difficult of control, that it may take years to retrieve what was lost in a brief moment of shock or anger. We may feel grieved intensely over what a child has done, but this selfish grief because we are hurt or disgraced by his conduct is not going to help our child reform. The next time he will think, "O, well, if she feels so badly that she can't forgive or forget, I won't tell her at all if I can get out of it." So as far as possible we must bury our own hurt and attend to the child's side, otherwise he will begin to think that the worst part of wrong-doing is hurting father or mother, and that if that can be obviated by deceit, why then the basic offense is not so serious.

If parents have the child's absolute confidence it is possible to suggest indirectly, helpful corrections in conduct without the child realizing that the suggestion came from something that he confessed previously. Such a program of quiet sugges-

tion persisted in continually is what forms the foundation of home ideals, and it is much more effective and lasting than a sharp rebuke delivered in a fit of anger.

All mistakes and infractions of laws bring their peculiar punishment either sooner or later, and wherever possible the wisest plan is to let a child suffer the logical punishment for a misdemeanor, rather than to inflict a manufactured one because it is easy and convenient. Such logical retribution is giving him a training for life and is more than a temporary correction; furthermore the child feels the fairness of the penalty and comes out from under it with no resentment.

Even in very young children it is better to teach them to do the right thing because they see it to be right, than because it makes mother feel badly if they don't. We don't help children to walk because it tires us to carry them, but because we want them to be independent, normal human beings, standing on their own legs and looking out for their individual interests. Let us then look at moral walking and spiritual progress in the same way.

So in dealing with the child who has done wrong, the salient thought should be to preserve his future confidence by meeting him and his transgression calmly and sanely, weighing his evidence and giving him a square deal based on established age-old laws and not on our own personal feelings in the matter alone. In this way we create a bond between parent and child more powerful than any effects of punishment or reward—a belief that we will help him to do better next time.

Boys flying kites haul in their white-winged birds;

You can't do that way when you're flying words.

"Careful with fire" is good advice, we know:

"Careful with words" is ten times doubly so.

Thoughts unexpressed may sometimes fall back dead,

But God Himself can't kill them when they're said!

—Will Carleton.

IN THE SCHOOL OF CRIME FOR BOYS

BY HAROLD CARY

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More power to the boy who wants to own a paper route or do a few hours' work after school. Work of that sort never hurt a youngster. But commercializing boyhood in the street trades of our cities is another story. You can't give short-trousered lads such as those pictured above, who work six to fourteen hours a day, or night, an equal chance with children. A country-wide survey shows that these youthful street traders are almost never earning money for their family; that the largest percentage of juvenile delinquents comes from their ranks, and that physically they are unfit. Let's not interfere with legitimate money making by boys. But it is high time that we prevent certain forms of business from capitalizing the vital formative years of thousands of city youngsters. Mr. Cary shows that only a constitutional amendment will do this.

CONDITIONS among the children who work on city streets are unbelievably bad. All the way down from Boston—once the proud home of the Newsboys' Republic—through New England, Philadelphia, Pittsburgh, to Cincinnati, south to Mobile, west to Chicago and Sioux City the same story comes to light.

That story is one of moral habits which cannot be described here because it would bar the issue from the United States mails; of gambling; of crooked spines from carrying loads too heavy; of school retardation; of thievery.

There are two sides to the picture which has been brought out by a great deal of investigation. There is the side which is so tough on American kids. But there is the bright side with which we are all familiar. There are thousands of children under sixteen in the street trades who are getting along famously. They carry a

route of morning or evening papers to earn pocket money or to help the family at home. They are learning a great deal about self-reliance and the value of money. They are not violating any laws. There is no reason why they should get into bad habits or learn tricks of life which will eventually bring them into trouble.

There are many great newspapers and magazines which help youngsters along and see that practically no violations of the law exist among the boys they employ. One of the Chicago papers is almost meticulous about it. But there are many more boys who do not get a fair start. Wherever conditions are bad—and the bad along with the good is almost universal in our cities—hundreds of boys are actually in trouble or on their way downhill at high speed.

The sheep and the goats are easily separated. And the goats, according to statis-

tics, are the greater flock. They are exploited. They are endangered. None of us sees them as they are unless he goes especially to look. To learn their sordid story you must see the records of reform schools, police courts, and public schools.

The facts about the goats distinctly do not apply to the boy who is handling his own paper route or magazine customers. Like most boys of my group, I had such a route when I was thirteen, a route that was my joy and pride to handle in a businesslike manner. No, the facts apply only to the wandering little boys (some of them have been found as young as two and three years of age) who are street traders with the technique of the professional—beggars, newsboys, and boothblacks; boys regularly employed at the ages of six, seven, and eight by corner news-stand operators for a six- to ten-hour day or night—and to the little mendicants who sell shoe strings, chewing gum, pencils, balloons, and what not.

From the scientific reports of elaborate surveys made in representative cities—for instance, Boston, Philadelphia, Cincinnati, Mobile, Toledo, St. Louis, Chicago, Des Moines, and Dallas—we can gather facts about the evils of the kind of street trading that any investigator must abhor.

The kid is almost never earning money for his family. He is at least a year or two behind in school. (Another way of putting it is that many of them rarely get to school.) He is pretty sure to come before the court for delinquency. His physical condition is bad. (Chronic overfatigue is almost universal, due to the twelve to fourteen hours of activity every day. This period is divided often between school and work, including six or seven hours of each.) He is a gambler and a tramp.

The specific cases read like this: Seventy-eight boys were found one November night occupied in the street trades. The investigation began at 10.30 and lasted until one o'clock in the morning. The city was Philadelphia. Among them, typical cases, was Theodore, aged nine, shivering and begging. He was in second grade. There was Albert, eleven years old, a sorry,

hatless child with one arm. The other had been lost "hopping trolleys." They were all much alike, all under sixteen. Fifty-five of these cases were investigated in detail. Only forty-four could be traced, but of these, eighteen had court records, twelve more were known to the Juvenile Court or other agencies—68 per cent in that category. Six did not go to school at all. Nine were selling without even the knowledge of the parents. About 29 per cent (thirteen) of the boys came from homes which needed the earnings.

Wherever an investigation is made the conditions are revealed as being of just about this order. In Des Moines 83 per cent of the boys had two living parents. There, as elsewhere, the old stuff about helping the widowed mother is a fake in more than nine cases out of ten. Reform-school statistics show that from 30 to 50 per cent of the children who are imprisoned there come from the street trades which we have been discussing. Some of them run higher: at Rochester, N. Y., 75 per cent; Glens Mills (Philadelphia), 77 per cent; Hart's Island (New York), 63 per cent.

In Chicago you find an example of the employer and employe system. Midnight investigators found on several successive nights, for instance, a news stand on a street corner which kept six boys, all under fourteen, at work on commission. Others paid wages of twenty-five or fifty cents a night. One boy was eight years old. His quitting hour was 1.00 A.M.

The most costly and elaborate study which has been made was put through by the Trounstone Foundation at Cincinnati. Of twenty-three men employing boys, thirteen had extensive criminal records varying from murder to petit larceny, from moral turpitude to criminal attack.

Again the Cincinnati work showed the effects of the late and the long hours on such young children. They had three times as much heart trouble as other boys, twice as much throat trouble, more than twice as much flat foot and other foot troubles, more enlarged glands and more anemia.

It is amazing what you yourself could see in the kind of street trading under dis-

cussion if you would look about in your own city. Never having observed anything that bothered my conscience, I tried it myself: in New York among the bootblacks, gum and shoe-string sellers; in Philadelphia, late at night; in Shenandoah, Pa.; in Pittsburgh; in Chicago. All about—it seems almost everywhere you look with seeing eyes—you can find boys who will answer your questions. I talked to youngsters who were under ten years of age in these cities that I mention. There were two brothers, nine and eleven, at ten-thirty at night, near the Broad Street Station in Philadelphia, who said they stayed until their wares were sold—often later than midnight. There were five boys in a shoe-shining parlor, run by a foreigner who could not speak English—this in a Pennsylvania town of fifteen thousand—boys who were under ten who worked from seven hours on school days to fourteen and sixteen hours on other days. The gang of bootblacks around the public library fairly swamped me in New York. They were from

six years up in age and several of them carried dice for craps. They leave home at eight or nine in the morning and get back at from ten o'clock to midnight.

There is a way out, but at present that way is barred. Had we a national child-labor law, with the weight of Congress and the nation behind it, backing up the States, the wheels of enforcement would be started. It would not be the great enforcement problem that national prohibition is. But as yet hardly anyone is sympathetic. It's carelessness that permits the shame and evil of this kind of street trading to go on. We are blasé about it, as we are about other kinds of child labor.

So the street-trading situation is another reason why Congress must be empowered by a national constitutional amendment to legislate against the evil side of it. Twice Congress tried. Both times the Supreme Court threw out the legislation as unconstitutional. The will is there. What is lacking in this matter is nothing but stimulus and machinery.



A "First-Grader"

*"The golf links lie so near the mill
That almost every day
The laboring children can look out
And see the men at play."*

—Sarah Claghorn, in The Playground.

THE FIRST ANNUAL CONVENTION OF THE AMERICAN CHILD HEALTH ASSOCIATION

BY KATHRYN D. KIEFER

National Delegate

THE keynote of this whole wonderful gathering of some 600 physicians, nurses, health officials and welfare workers of our nation was not, "What we have done," but "WHAT MORE CAN WE DO" for the children of America.

From this angle of doing more efficiently their great work, all the reports at this Convention of the American Child Health Association were most stimulating and instructive, and dealt with their work from the pre-natal care of the mother on through the infancy of the child, the pre-school age, and what one speaker termed the "Penrod" age, through high school and to maturity, from the four phases of the medical man, the nurse, the public health officer and the teacher—but alas! the greatest of all fields, that of the home, was only brought out in one or two of the talks and papers when the warning was sounded that that was the field being most neglected.

This convention held constantly before me the deep interest of the delegates because of their regular attendance and undivided attention given to the splendid specialists upon the subjects presented—which our own association might emulate in our own National Conventions with greater profit to ourselves and our members.

In many of the sessions, particularly those devoted to the problems of the rural communities, tribute was paid to Parent-Teacher Associations as the organizations eminently fitted to bring about the much-needed contact with the mothers on the farms, but that we could do much more than we are doing in putting health forward as part of our educational work was evidenced by the facts brought out; that while physical conditions of infants and children have improved, our nation ranks pitifully low in the list of those civilized nations properly caring for their future in the present care of mothers and children.

From the challenge flung forth to the meeting on the first afternoon by Dr. Haven Emerson, of New York City, that "children belong in the home, with other children, and with the companionship of their parents," and that the tendency to load parental functions upon public agencies must be curtailed if, indeed, not entirely discontinued, that indeed the American Child Health Association, and other such organizations, can achieve their supreme functions only by constructively working themselves out of a job—to the final open session of Wednesday afternoon, when Dr. Edward Lyman Cornell, of Chicago, said, "These people from the great masses, called the general public, are the ones we must endeavor to reach, to teach them the value of proper pre-natal care, care of infants and children through all ages to maturity"—the thought was continually iterated and reiterated that health is a HOME, HOUSEHOLD and FAMILY problem—and that "the measure of our greatness rather than our bigness will be the smallness of numbers receiving public care in childhood, the lowness of percentages of children in school with defects, the rarity of expectant mothers who are not provided by their husbands with such medical and nursing guidance as physicians now know these women all require." This challenge flung to us, Parent-Teacher members, "that it is only because the parents, the doctor and the school teacher have failed in their services to the child, that the American Child Health Association was called for," must be taken up, and we Parent-Teacher members must work unceasingly with such splendid organizations as this to acquaint every parent, every child in every home, with the way to real health until their very own mark of achieved success, having "worked itself out of a job," has become indeed a fact.

NATIONAL THRIFT WEEK

January 17th-23rd, 1924

Thursday, January 17th
 Friday, January 18th
 Saturday, January 19th
 Sunday, January 20th
 Monday, January 21st
 Tuesday, January 22nd
 Wednesday, January 23rd

Thrift Day
 Budget Day
 Pay Bills Day
 Share With Others Day
 Life Insurance Day
 Own Your Home Day
 Make a Will Day

JANUARY is a long holidayless month, and yet an oasis has been found by many teachers in National Thrift Week, which opens with Benjamin Franklin's birthday, January 17th.

In fact, a twofold oasis—a patriotic birthday event full of possibilities to teach citizenship, patriotism and early American history from the life of one of the makers of America, and the year's best opportunity to teach Thrift—National Thrift Week, January 17-23.

This season the plans bring into helpful co-operation the banks and schools of each community. An increasingly popular feature of the past two seasons is the poster-making contest, wherein the banks furnish the poster ideas and materials. The finished posters can then be displayed in the bank and store windows. It is proposed that each student whose poster is accepted will receive a modest compensation.

Outlines of plans and directions are furnished free by the National Thrift Committee, 347 Madison Avenue, New York City.

FIVE SUGGESTIONS FOR NATIONAL THRIFT WEEK, JANUARY 17-23

1. Arrange to briefly observe Benjamin Franklin's birthday, January 17th, the first day of National Thrift Week. The present situation lends itself to telling stories of Benjamin Franklin.

2. Secure from your public library books on Thrift and Benjamin Franklin, or the

list of books furnished by the American Library Associations, or send direct to 78 East Washington Street, Chicago, Illinois.

3. Invite some banker to speak on Thrift.

4. In art classes have the students design posters on Thrift subjects.

5. Most progressive bankers welcome visits of delegations of pupils from the schools after banking hours, if accompanied by a teacher. These educational visits by school children have steadily grown in popularity the past three years.

President Coolidge has written a letter of commendation to Chairman Adolph Lewisohn, of the National Thrift Committee, which the chairman in turn will release to the chairmen of the local committees just prior to National Thrift Week, January 17-23, 1924.

At the request of Mr. J. H. Puelicher, chairman of the Milwaukee National Thrift Week Committee, a simple school thrift playlet, "How Dollars Grow," written by a teacher in Public School No. 188, New York City, has been put in portfolio form. The play is first given at the school, then in the local banks during National Thrift Week, January 17-23. The play is simple, impressive, and uses any number of pupils.

Thrift Poster Contests will be a feature of the National Thrift Week, January 17-23, program this season. A portfolio of complete plans, sample posters and instructions is available to educators and bankers from the National Thrift Committee, 347 Madison Avenue, New York City.

THRIFT IS A HABIT

BY JOHN J. TIGERT

U. S. Commissioner of Education, Washington, D. C.

EXTRAVAGANCE rots character; train youth away from it. The habit of saving money stiffens the will and brightens the energies," so said Theodore Roosevelt. He never needed to practice strict economy, but was distinctly thrifty nevertheless, and never lost an opportunity to commend that virtue. He knew that constant giving way to the temptation to spend money means the breaking down of moral fiber, for each yielding to the desire to spend plays its part in developing a weak, unresisting attitude of mind. But if the impulse is checked repeatedly it becomes less and less difficult to control, until economy becomes an abiding habit of life.

It may be that the first impulses toward thrift as taught in the school will be grounded in nothing more than a spirit of emulation—the child will save because his friends are saving; it is the fashion in his class. But he is getting the habit just the same as if his original motive were a higher one. Everyone knows that the habit of extravagance may be formed in the same way; that a person who has always been thrifty, and who perhaps considers himself safe, can be carried into wasteful habits by the force of his surroundings. If everyone else is spending recklessly, his thrift seems miserly by contrast, and he may acquire careless habits from his associates. Since thrift is so much a matter of habit, it is plainly the duty of the school not to waste the years when habits are most easily formed, but to inculcate thrift as a means to establishing will power.

Economical expenditure is an important part of the thrift program, and if the school

can influence the child in this direction it is preparing him for the future. Economy should mean to the child that he has control over his expenditures; that he is able to deprive himself of one thing to gain another; that he will not be the slave of circumstances, but the master. Realization of this can come to him only through the personal experience of saving carefully and buying wisely. If the school can induce him to go through this experience, it is teaching him thrift.

It is well to emphasize the fact that thrift means a wise choice in spending rather than merely piling up money for its own sake. The idea of "saving for a rainy day" necessarily brings up the thought of the rainy day. Children, and grown people, too, try to put the idea of that future rainy day out of their heads, and the thrift idea may go with it. On the other hand, if a child can be persuaded to give up candy and ice cream soda for a while, so as to save enough money to buy something lasting, such as a pair of skates, the lesson of thrift is better taught than if the money were piled up. The choice between the present and the future must be made, and the will power must be exercised. The result will be apparent, and the use of the skates will be a constant object lesson of the results of saving in small things to achieve an object, a lesson that is stronger than any thrift maxim.

Maxims are often overestimated as a means of teaching the ideas contained in them. Thrift is a habit of life and as such cannot be abstractly taught, but must be engendered.

THE CAN FAMILY

Can and Will are cousins who never trust to luck;

Will is the child of Energy, Can the son of Pluck.

Can't and Won't are cousins, too, always out of work;

Won't is the son of Never Try, and Can't is the son of Shirk.

—Arizona Bulletin.

BIRTHDAY ECHOES FROM CHILD-WELFARE DAY OBSERVANCES

As it may be of interest to our readers to know how Child-Welfare Day (Founders' Day) was observed in various places, the following echoes,

gleaned from reports sent in by State Presidents or State Child-Welfare Day Chairmen, have been prepared by Mrs. David O. Mears, National Chairman.

(Continued from December Magazine)

MASSACHUSETTS

BRADFORD

Wood School P.-T. A., on February 15th, celebrated Child-Welfare Day (Founders' Day), Fathers' Night, and the sixteenth birthday of this pioneer association of the Sixteenth Councilor District. The entire proceeds of a food sale were sent as a Child-Welfare Day offering to the State Treasurer.

Greenleaf P.-T. A., on February 20th, presented a pageant—"The Making of America."

Cogswell P.-T. A. had a moving-picture entertainment for the children. The proceeds were sent as a Child-Welfare Day gift.

LYNN

Myrtle P.-T.A. National Founders' Day was celebrated in the Lincoln School hall. The presiding officer told of the progress of the Parent-Teacher movement. Mother Goose rhymes were dramatized and a pageant of the nations was presented by pupils of the school. "Her First Assignment," a drama in three acts, was given by the dramatic class of the recreational center, Women's Forum. A large gathering of members and friends attended the celebration of the 26th birthday of the National organization.

MISSOURI

KANSAS CITY

More than two thousand members of the National Congress of Mothers and Parent-Teacher Associations in Kansas City attested to the fact that the Kansas City Council of the Missouri Branch is far from raking up the "whitening embers of the past," when, on February 16th, it met in Ivanhoe Temple to celebrate in a mass meeting its annual rally in honor of the founders of this great organization. All who attended the meeting agree that it was

the best so far held in all the nine years in which we have had "Rally Day."

Greetings were brought by Mrs. William Ullmann, of Springfield, the State president, whose presence gave enthusiasm to the gathering; by the Kansas City district president; and by the Council president. Mrs. Ullmann told of the three great birthdays in February—those of Washington, Lincoln, and the National Congress of Mothers. She also brought the word of caution against too active affiliation with organizations doing worthy work but quite outside the realm of the moral and educational development of childhood for which the Congress stands. After a few words of greeting, the Council president read congratulatory messages from the President of the United States, Warren G. Harding, and from the Mayor of the City.

As in other years, competition for the coveted "Rally" pennants was most keen. Central High School circle with 198 representatives, won the high school pennant, Westport being second with 98.

Luncheon was served at noon to about 1,300 persons.

RADIO PROGRAM FOR WEDNESDAY, FEBRUARY 17

Talk by Mrs. F. O. Cox—"The Mary Harmon Weeks Scholarship Foundation."

Talk by Mrs. E. R. Weeks, mother of Parent-Teacher work in Missouri—"History of the Birth of Mothers' Congress and Parent-Teacher Associations."

Talk—"Founders' Day Rally of 1923."

Interspersed with music.

RADIO PROGRAM, WEDNESDAY, FEBRUARY 21

Talk—"Education and Motherhood."

Address—Superintendent of Schools, Kansas City, Mo.

Talk—"Visual Education."

Music.

STURGEON

One of the most interesting reports of a Founders' Day celebration received by the Missouri State Chairman of Founders' Day,

was from the Dinwiddie P.-T. A., Sturgeon.

While the thought of the day, the founding of the National Congress of Mothers and Parent-Teacher Associations, was brought out, the "Mother" thought was given much prominence, and the aims of the local circles as outlined show that the members of the Sturgeon Association have a real vision of what P.-T. A. work is and should be. The outline of the program follows:

Readings—"Mother," "Mother Love."

Talks: "Mother as a Citizen."

"The Mothers of Washington and Lincoln."

"Mother's Creed."

"Our First Duty."

"Aims of the Parent-Teacher Association."

Twenty-six statements about the National P.-T. A., statements about work done in Missouri P.-T. A., and work done in our P.-T. A. during the year.

Why should every school have a P.-T. A.?

What the National does with dues received.

Aims of the Dinwiddie P.-T. A.

NEW HAMPSHIRE

NORTH RYEGATE

Child-Welfare Day (Founders' Day) and the 26th anniversary of the Organization of the National Congress was celebrated at North Ryegate with appropriate exercises, consisting of the following program:

Reading of the leaflet on the "History and Significance of Child-Welfare Day (Founders' Day)"; reading of the record of results achieved in National and State organizations and the message from the National President; singing the "Mothers' Hymn"; pageant—"Awakened Motherhood," by members of the North Ryegate circle. A loan paper, "Training Children for Character," was presented, and the Alphabet of the National Congress of Mothers and Parent-Teacher Associations was read, while the twenty-six candles on the birthday cake were lighted by the school children. A collection was taken as a birthday gift for the extension work of the National organization. "My Tribute" was sung by six of the young people.

Cake and coffee was served, and a social time enjoyed.

NEW JERSEY

LEBANON

Child-Welfare Day (Founders' Day) was celebrated at Lebanon. The Lebanon P.-T. A. charged ten cents admission to grown people and five cents to children who did not take part in the program. The first and second grades gave a health drill, illustrated by the children with their dolls. The third, fourth, and fifth gave recitations and songs. The sixth, seventh, and eighth gave a minstrel show with songs, recitations and dances.

Point Pleasant Beach observed Child-Welfare Day, presenting the following program:

Chorus—"America."

Reading—"President's Message," by Mrs. Milton P. Higgins, from the February number of THE CHILD-WELFARE MAGAZINE.

Violin Solo.

Reading—"The Man to Be," poem by Edgar A. Guest.

Twenty-six candles were arranged upon the large birthday cake. As each candle was lighted a member recited one of the aims or accomplishments of Child-Welfare workers. So far this local Mothers' Congress has attained a majority of their aims, and they are out this year to make further gains, until finally they shall accomplish all of the 26. There was an offering for Nation-wide Child-Welfare Work.

RAHWAY

On the fifth of February the five associations of Rahway held a joint celebration in Franklin, gave a very interesting program and had a cake five tiers high representing the five associations. The cake was cut and sold at ten cents per slice. Fifteen dollars was realized, which was sent to the State Treasurer.

The Washington School celebrated at their regular meeting, February 8th, a cake being made by the President, decorated with twenty-six flags and presented by the fifth grade, who gave the "Children's Code of Morals." A paper was read by one of the members on Founders' Day and the birthdays of Lincoln and Washington.

RIGHT READING FOR CHILDREN

BY JOHN MARTIN

Author and Editor of "John Martin's Book"

THERE is absolutely no question in all our minds of how right reading may be allied to recreation. Any right thought, any basic good influence, is doubly powerful when the lungs are filled with pure air and the heart is filled with joy, when the anticipation of some sport, a game, a contest, is an element vibrating in the child's mind. Our children live in their consciousness, in their joys, their dreams, their imagination, and there is where the right book will leave its lasting effects, its practical lessons.

I have a big subject today. I am, with you, wanting to keep alive the classics. By classics I mean those books that are immortal, that have lived, that will always live, those that are being pushed out by the mass of shabby, sensational stuff that is flooding the market today. There is not a man or a woman who would not exert all of his or her influence upon a child in a personal way, in the selection of right friends. If through carelessness the wrong ones entered in we would do our best to correct the mistake and to find the right kind. Oh, dear mothers and fathers, men and women, how often we let into our homes the worthless, yellow, disintegrating and evil book-friend; if not evil, yet negative, flabby, worthless.

We want books that are positive without being obtrusive in their goodness. To be sure our children get them is a mother's job primarily, a teacher's second. The mass of innocuous reading that is being given to children these days is surprising. The publishers will be glad to supply the right kind of reading, however, if you will only demand it. They put out the trashy thing because it is asked for and sold by the ton, by the carload. Let us demand the good book more and more. If we do not know what it is, let us take the pains to find out, for it is essential that we have better books for our boys and girls.

In approaching the child with the right book we ought to have what a little boy friend of mine called the "welcoming doorknob." The little chap was sent to school. He went two days, but at the end of the second day he came home and said to his mother, "Mummy, I can't go to that school any more." His mother asked him why. He answered, "There is no welcoming doorknob on that school." His mother tried to understand, and asked him what it was that he meant.

"Well," he said, "I come into our house and turn the welcoming doorknob and it opens and I walk right in. The Sunday school has a welcoming doorknob, like that, but the school did not welcome me. When I came in the teacher said, 'Sh, sh!' Oh, Mummy, don't send me to a 'sh, sh' school without any welcoming doorknob any more." Let us get the habit of welcoming the child. Let our hearts try to understand him. Our logic may not, but our hearts can.

Boys are mostly cave rats. It is natural for them to be. I don't want to see boys of mine too good. But no matter how difficult a boy may appear he will open his mind to worthwhile things if we put them in the right way—truthfully, directly, yet tactfully. I know a mother who tried in vain to bring the classics into the life of her boy. He did not like them. For instance, he didn't like the Swiss Family Robinson because he said they prayed every time they found an oyster. Boys do not want prayers over oysters. She tried other classics, but with no success. Finally she came to me and asked me how she could interest that child in the classics. She was wise and patient and began all over again. First she gave him Beowulf. That appealed to his cavish attitude and he liked it. He took it first by sentences, then paragraphs, and presently was eating it alive. The last I heard of that boy he was sitting

up Christmas night finishing the Knights of the Round Table. That was a glorious triumph for that mother.

We must bring love of books to the child first by reading to him and by telling him stories. The average child has not enough facility in reading English to get enjoyment out of it much before the age of twelve. But the mental vocabulary of the average child is incomparably bigger than ours. It reaches back into the spirit world from which he came and forward into eternity to which the race is marching, though his lips may be dumb. Do not for a moment let us think we can talk down to a child. We cannot. We have got to climb up to him. Simplicity of language does not necessarily mean to use monosyllables. I once had an intelligent bulldog that I talked Chesterfieldian English to. He did not understand any monosyllables, any baby talk! Don't let us feed our babies on a language of our own. It isn't theirs. By doing so we limit their vocabulary in after life.

Children remind me of pistillate flowers waiting for the pollen. Let the right pollen be placed in those trembling pistils. I do not mean to be sentimental. I have in mind the fresh immortality of the child from three to twelve, nearer than we realize. Let us do children the honor to take that spirituality which they have and carry it over into the after life. We are the instruments.

I want to picture for a moment the door of the mind. It may be I have stolen my idea from reading Pierce or Robinson. There is an entering door to the unconscious mind, always open; the subjective mind. Everything that reaches the threshold goes in. Let us bar the door to fear suggestions first. Second, let us bar it to suggested vulgarity. Oh, mothers and fathers, stand before the door! If tawdry and selfish things get in, crowd them out with the good, the happy, the hopeful, the fearless.

I should like to give you a list of some of the negative influences that enter into that door of the mind. First, there is non-constructive, flabby, weak reading. Second, sensational movies. In a recent visit to a hospital I was shown a lot of poor little children who are nervous wrecks as a re-

sult of going to cheap, sensational picture shows. Future American citizens wrecked in nerves before they are thirteen years old! Figures can be given to prove it. Third, lack of continuity, unformed and unstabilized ideals.

Day before yesterday I asked to see the American Newspaper Company's list of books for children, and was surprised at the company of good and bad. I found listed under what we call serials thirty-six sets for boys with three hundred and fifty-one volumes—utterly worthless books that are being given to our boys in serial form. For girls I found forty-eight sets, with two hundred and ninety-one volumes. These are six hundred and forty-two books in all, not wicked, to be sure, but when we choose friends to introduce to our children, we do not select twenty-five in one family all dressed in red. We want our children to meet different types and individuals, one by one. Their book-shelf should be filled with red and green books, short and long books, thick and thin books, not with deadly rows of innocuous, narcotic stuff, all alike.

I sometimes think of children's souls as the well-springs of life. They naturally bubble forth from the source of life which is immortal, clear, pure, beautiful, with infinite crystal depths. Will you clutter up that spring with trash? Do you want to throw into that clear spring the trash of wrong books, the trash of wrong friends, the trash of disintegrating movies, the trash of the awful Sunday supplement, and change those pure waters into slime? We can keep those springs clean. We know we want to, and knowledge of how to do it we can get.

In our public libraries, or our recreation libraries, or our school libraries, there is a great source of help. There are sincere men, honest publishers, earnest, thoughtful librarians; there are teachers, striving and living for the betterment of childhood. If we do not know what to do, let us look out for help. There are many about us who can give it. But do not let us get a little knowledge and then be smug about it. Our librarians are hampered in their selection

of books for children by mothers' lack of knowledge. There is nothing lovelier yet nothing more dangerous than maternal prejudices—beautiful to observe because of their rugged dash of personality; but we must be impersonal and honest if we are going to raise our children to the plane of morality and the place of joy that we want for them. We do not need to be spectacular, but sincere and humble. Humility is a wish to know and to be.

I wish I could picture to you the con-

structive influences of three or four of the classic books. First, there is Robinson Crusoe, with its basis of respect for courage and true religious standards. To be sure it sometimes bores, but it never fails to leave its truth. There is Robin Hood, for its merry championing of the right, its chivalry, its consideration for the weak and oppressed. Then, Alice in Wonderland, for its sweet, quaint dreams of womanhood. For the romance of history, there are Scott's novels.

FILM RECOMMENDATIONS

BY MRS. CHARLES E. MERRIAM

National Chairman, Better Films Committee

WE WISH to call attention to the very few films which can be endorsed for the family. When you bear in mind that, at the start of our reviewing three years ago, we could endorse about one-half of the output, and that during the past year we could endorse only about one-third of the output, and that now the percent is so low, that it approaches zero—we must surely realize that there is a great community problem confronting us, a crisis if you will.

I have before me a speech that Mr. Will H. Hays made about a year and a half ago, and I want to quote briefly. He says: "And above all, perhaps, is our duty to the youth. We must have toward that sacred thing, the mind of a child, toward that clean and virgin thing, that unmarked slate—we must have toward that the same sense of responsibility, the same care about the impressions made upon it, that the best teacher or the best clergyman, the most inspired teacher of youth, would have."

* * * We accept the challenge in the righteous demand of the American mother, that the entertainment and amusement of that youth be worthy of its value as the most potent factor in the country's future."

Please keep this quotation in mind and scan over the movie advertisements with me today, the new films which are just being released: Elinor Glyn's *Six Days and Three Weeks*, *The Common Law*, Griffith's *The*

White Rose, *The Merry-Go-Round*, (advertised as a story of the voluptuousness of Vienna before the war), *The Affairs of Lady Hamilton* (which shows the illicit love affair between Lady Hamilton and Lord Nelson), *Flaming Youth*, and *West of the Water Tower*.

The community does not allow books like *The Common Law* (which teaches that marriage is old-fashioned), in the public library—but the community *does* allow a producer to take this book and film it for our boys and girls to see, and it is made so beautiful that any silly girl will say that it is more beautiful than any wedding she ever saw. Whose fault is it then if she emulates this? Why, the community's, of course, and that means you and me. And for the girl it means disillusionment and suicide. She pays for the sins of the community, which allows these things to be shown to her.

Take the case of *Flaming Youth* and *West of the Water Tower*—said to be two of the worst books published in recent years. These films are just released. The producers have made innocent scenarios from these books. But what happens to the boys and girls who see them? Statistics in our libraries and book stores show that whenever a book is filmed, the sale of that book jumps by leaps and bounds. So these boys and girls will be sent back to read the tawdry and sordid books.

Shall we stand idly by and permit this destruction of the morale of our youth to continue? Every other business in the country is legislated regarding our boys and girls—the most precious thing we have in life. The saloon was allowed in our midst—but boys and girls were not allowed in it. The pool-rooms and dance halls were also barred from our boys and girls—We parents and guardians of children are even told by the community what our duty is towards our own children, and yet we allow the motion picture industry to come into our communities and undo all the work of the good home, the good school and the church.

The responsibility is ours and we must not evade it much longer.

The National Congress of Mothers and Parent-Teacher Associations recommends the following films for the family. They have been reviewed by the Better Films Committee and afford clean and wholesome recreation.

FOR THE FAMILY (From 10 years Up)

- A Chapter in Her Life*—Story based on Clara Louise Burnham's "Jewel." A little girl wins her harsh grandfather's love and restores happiness in a discordant home. A picture all children can see without harm.
- Dulcy*, with Constance Talmadge—The story of a young and silly wife who decides to help her husband with his business, but succeeds in doing more hindering than helping.
- The Drivin' Fool*—A rollicking romance of a trans-continental automobile race, with enough wholesome action to please the whole family. The finest kind of genuine amusement. Recommended for the family.
- David Copperfield* (Pathe)—Quite a good version of Dickens' novel.
- The Cricket on the Hearth* (Gerson)—Very good.
- Columbus* (Pathe)—The first release in the Chronicles of American Series of films, visualizing the content of the Yale University Press set of historical books entitled "Chronicles of America." This film is a remarkably competent portrayal of Columbus' accomplishment, and is both instructive and entertaining.

FOR HIGH SCHOOL AGE (Or Over)

- Rupert of Hentzau*—A sequel to "The Prisoner of Zenda," but liable to disappoint those who looked forward to seeing the same cast in the second picture.
- Three Wise Fools*—A screen version of the stage play, wherein a girl is adopted by three old bachelors.
- The Light That Failed* (Paramount)—Percy Marmont in a masterly version of Kipling's story; a remarkably worthy picture from every angle.

- A Lady of Quality* (Universal)—A beautifully produced costume picture of the time when Judge Jeffries was executing or imprisoning the enemies of England's king; features Constance Talmadge. Recommended only if sub-titles concerning girl in compromising situation are cut.
- Mary Pickford in "Rosita"*—This is the same story which Pola Negri used for *The Spanish Dancer*. Miss Pickford, however, has given us a refined version.
- Thomas Meighan in "Woman Proof"*—This is a well-done, typical Thomas Meighan love story.
- Norma Talmadge in "Ashes of Vengeance"*—This was unintentionally omitted two months ago. There is quite a difference of opinion as to its merits. Many remark that it is too long, and Miss Talmadge looks much older. From our standpoint, it shows a gruesome scene where they bind the hero and threaten to burn out his eyes. Adults shuddered at the scene and surely children should not see it.

FOR ADULTS

- Little Old New York*—Of some historical interest because of its scenes of Robert Fulton and his steamboat Clermont; but is worth six reels and not eleven.
- Scaramouche*—From Sabatini's novel of the French Revolution. An elaborate production, starring Alice Terry and Ramon Novarro.
- If Winter Comes*—From the novel of A. S. M. Hutchinson. The picture was photographed in England. The film follows the book perfectly and it is a remarkably worth-while production. Lead played by Percy Marmont.
- Ruggles of Red Gap*—Could be recommended for young people except for drinking scenes and scenes showing the cigarette-smoking Ma Pettigill. One of the funniest comedy-dramas of the season.
- Where the North Begins*—A somewhat conventional story of the North, but saved by the almost human acting of the German police dog, Rin Tin Tin. A display of remarkable animal training, but altogether spoiled for young people by the brutality of the story.
- The Fighting Blade* (First National)—Richard Barthelmess in an exciting drama of the days of Cromwell. Sub-titles hinting of girl's waywardness should be cut.
- Potash and Perlmutter* (First National)—Film version of the stage play, and featuring Alexander Carr, Barney Bernard, and Vera Gordon; Comedy-drama of cloak and suit business. Extremely bad dancing scenes in restaurant incident should be cut.
- The Green Goddess* (Goldwyn)—George Arliss in the film version of stage play in which he appeared. A well-directed and thrilling drama of three English people captured by an Indian ruler.
- Lights Out* (Film Booking Office)—One of the most entertaining comedy-dramas produced this season; too good to miss. Story of an international crook captured by means of his double in a moving picture.
- The Acquittal* (Universal)—A mystery drama worthy of the name. Cut reference to letter discussing furnished apartment, and comments upon this part of letter. Ask for the film as shown in Chicago.

WHAT MUSIC SHOULD MEAN TO OUR CHILDREN

BY EMMA GARY WALLACE

THERE are some people who seem to take it for granted that music is a frill—a sort of embroidery of social accomplishment which is all right if you have time and money but is not a necessity in any sense of the word.

However, we can usually feel sure that when a Divine Creator placed a universal fondness for some one thing in the hearts of men, He did so with a purpose; and that we shall achieve our highest and best, when we work *with* those instincts instead of disregarding them or perverting them to wrong uses.

Every nation and every tribe in the whole world expresses itself in music of some kind. The music is indicative of the development and refinement of the race, as well as of the individual.

We must remember that nature possesses the inherent quality of rhythm. The days and weeks and months, the planets in their spheres, the seasons, and the physical economy of the human being, all obey the rhythm of Divine Order.

The birds sing when they are glad, and are silent or chirp plaintively when they are sad. The water tumbling over the rocks, the wind as it sighs through the trees, the waves as they surge upon the shore and the bursting verdure in the Spring—all make music of their own. The little child is soothed by music; the man unfortunate enough to be mentally unbalanced is often quieted by music as by nothing else; and savages and some kinds of wild animals are influenced by sweet sounds. We think of heaven as a place where the angels sing, and we are told that there is a point above the earth's surface where all sounds blend and soften into musical harmony.

Music means so much in personal development and enjoyment of the finer things of life, and it is such a factor in the making of a happy home that those who have little children in charge will do well to consider the part that music should play in the educational curriculum.

The sense of rhythm is inborn in the infant, and so the little child likes something which makes a noise, and if possible a measured sound. The baby shakes the rattle. The tiny lad beats a drum and unconsciously keeps time with some mental tune. Even the blowing of a horn often shows a sense of rhythm, as the child walks and goes, toot—toot, toot; toot—toot, toot; toot—toot, toot!

The development of the musical sense goes through distinct stages. There is the music which appeals to the ear or sense of sound. It is termed the *music of the head*. Then there is that which appeals to bodily motion, or as it is sometimes described, the *music of the feet*; and the highest type is that which *appeals to the heart*, or to the finer emotions—uplifting and purifying.

The mother who sings sweet lullabies to her baby may not be a finished musician, but she is able, through her sincerity and affection, to awaken an appreciation of heart music, through her mother-songs. Games of which music is a part are also much enjoyed, and the child soon learns to distinguish between the stirring strains of a march, the reverent tone of a hymn, or a gay, little, rollicking song which tells of children at play.

It is surprising at what an early age children will attach a meaning of their own to music. Little Mary at three years of age loved to go to the piano and to pick out the notes, which in combination said to her,

"My Mama's name is Murray,
And she is very good."

Or again, they will often listen and happily explain what the bells say, as they toll or ring. Small children love to have explained to them just what is the meaning of a simple little composition, and they will listen with delight to some facts about the one who wrote it, or the circumstances under which it was composed.

Some of the valuable music exercises for children carry with them material for a lesson of this kind—the beat of the gal-

loping hoofs of the pony on the road; the rocking of the little boat on the water; the tinkling of fairy feet, as they dance about the magic ring.

The mother or the teacher may instruct the child on the origin, the history, and something of the development of music in such a manner that the little one will understand. This is an important service, for it forms what is known as an "appreciative base" for further musical education.

Those having to do with the music chosen for children should be careful of the type selected. The lullaby should not summon up pictures which will alarm or frighten. There should be nothing to foster fear. Discords should be avoided, as they are on the plane with a low grade of morals.

Wherever possible, some musical education should be provided for, and good teachers chosen rather than those of indifferent ability or training. It is better that a child should take a short lesson from a good teacher, than longer and more frequent lessons from a less skilful teacher. Musical expressions of a natural character should be encouraged. The child who understands what he is portraying will naturally fall into the humor of it, and will give it the right emphasis and time.

Children often dread their practice periods because they do not understand what they are doing, or why they are doing it. To them, it seems like a mere arbitrary demand upon their efforts and interest. Even little children delight in music, and should be encouraged to appreciate it.

In the city where the writer lives, a sympathetic teacher has trained twelve little children averaging five years of age, so that they form a very successful kindergarten orchestra. There is even a small director, who does his part admirably. What is largely play now, will become of

absorbing interest later, as the musical instinct unfolds and grows.

Children who learn to love good music are inspired with a natural affection for God and home and native land. Religious music, patriotic music, and the simple heart ballads which have proven themselves worthy, all help to shape character. Young people who are capable of producing music are always welcome in any social gathering, whether they play some musical instrument or sing.

Music in the home offers an occupation and entertainment which makes the home a joy. Where there is plenty of music, there is less temptation to seek recreation outside and in unworthy company. And the one who enjoys good music is attracted to entertainment among people of culture, where a good environment is assured.

A famous man who is nationally known because of his efforts in behalf of prison reform, and who has had the opportunity of travel and the position which wealth can give, recently declared that music had brought more into his life in the way of uplift and enrichment than anything else he could think of.

A gay society girl remarked not long ago that music refreshed and cleansed her spirit and renewed her faith as nothing else could do. Some nations encourage a love of music and bring the best within the reach of all. The American people have not fostered music in this way, but there is a tendency in that direction. Parents and teachers will do well to encourage a love of music, an understanding of the best compositions, and a knowledge of what constitutes fine musical expression.

It is said that a singing army is a victorious army—and that a singing family is a united family. Let us have more good music!

Make it a rule, and pray God to help you to keep it, never, if possible, to lie down at night without being able to say, "I have made one human being, at least, a little wiser, a little happier, or a little better this day." You will find it easier than you think, and pleasanter.—

Charles Kingsley.

SUGGESTIONS CONCERNING KINDERGARTEN LEGISLATION

BY NINA C. VANDEWATER

Specialist in Kindergarten Education, U. S. Bureau of Education

THE amount of legislation enacted for the improvement of school conditions during the last five years is one of the evidences that education is rising to higher levels. The people realize that better schools imply definite things—better buildings, trained teachers, a longer period of attendance, and newer methods of school procedure. They have learned, however, that these cannot be had without added expenditure. The legislation in question is a response to the need for larger revenues, that the better conditions may become operative. In consequence, legislative programs, State and local, are the order of the day.

NEED FOR IMPROVED KINDERGARTEN LAWS

The fact that legislation bearing upon the kindergarten is frequently included in legislative programs is deserving of comment since it shows that the kindergarten is regarded as one of the agencies in educational progress. The legislation referred to is usually a modification of existing laws, since all but four of the States have enacted laws to make the establishment of kindergartens possible. Just what such modification should consist of is far from clear to many people. The status of the kindergarten and the laws concerning it differ in the different States, and what is a good law in one State is not necessarily a good one for another. That laws are good only as they are adapted to the conditions and meet the needs of a given State is not always understood by those who attempt to frame kindergarten legislation, and this is one of the reasons why many bills have failed to pass. Information about kindergarten laws and the modifications needed is difficult to secure, however, and this article is written to give some of the information for which requests are made.

CHARACTERISTICS OF A GOOD LAW

The question that those who wish to improve existing laws are likely to ask is:

"In what respects can the law of my State be improved?" In order to answer this a return question is necessary. "In what respects does your present law fail in making the kindergartens as effective as they might be?" The replies to this question would vary, since the laws of the different States vary. The strength or weakness of these laws can be determined by applying the following tests:

1. Does the law allow the support of the kindergartens to come from the general district school fund, or is a special local tax required? If the latter, the objection to such a tax will prevent the opening of kindergartens in some communities and their complete functioning in others.

2. Is it State-wide in its application or is the establishment of kindergartens limited by conditions of population, as for example, to the larger cities? If the latter, the children in the different communities are not given equal opportunities.

3. Does it allow children to attend at the age of four or four and one-half years, or does it postpone their entering until the age of five? The early years are needed for the formation of right habits and attitudes—especially in crowded city districts where Americanizing influences are needed.

4. Does it allow the parents of children of kindergarten age a voice in determining whether or not kindergartens shall be established? This question could be answered in the affirmative in but very few States since it embodies a new feature. Such a law, designated as a "Mandatory-on-petition law," was first enacted in California in 1914. It requires school authorities to establish kindergartens upon the petition of parents under certain conditions. Its value lies in the fact that it furnishes parents an instrument by which their interest in their children's education may function for the betterment of education. The success of this law in increasing the number of kindergartens in California has led to

the passage of similar laws in several other States.

Such discussion furnishes standards by which laws may be judged. If the questions can all be answered affirmatively the law is good and needs no alteration. If the first three can be so answered it is good, but admits of improvement. In any of these the question that must be answered in the negative indicates the point at which improvement is needed. A study of these laws shows that not many States meet the first three requirements, and but one—that of Wisconsin—fully meets them all. There are five other States that have the Mandatory-on-petition law, but they fail to meet one or the other of the requirements mentioned. These tests imply that the kindergarten should be placed on the same level as the first grade in the fact that its support comes from the general district school fund instead of a local kindergarten tax; and that it should be available for the children in all cities, villages and consolidated school districts. The Mandatory-on-petition feature is desirable in the fact that it enables parents to help bring these conditions into existence. There is, therefore, large need for improving kindergarten legislation in order to enable the kindergarten to become an organic part of the school system.

THE EFFORTS MADE SHOULD BE ADAPTED TO THE CONDITIONS

The suggestions thus far made relate mainly to modifications of existing laws, but they are valid as well for the States that have none as yet—Arkansas, Georgia, Maryland, and Mississippi. There are several other States that have no kindergarten laws as such, but have kindergartens because the power to establish them rests with the local authorities. These are Massachusetts, Nebraska, New Hampshire, New Mexico, and Rhode Island. In formulating a law the first consideration must be the conditions in and needs of a given State. This implies a knowledge of the character of the people, whether of native or foreign birth or parentage, and predominantly urban or rural; the progress of the kinder-

garten in the State; and the attitude of the educational leaders of the State toward the proposed legislation—that of the superintendent of public instruction in particular. Information on these and other points will constitute a large factor in the success of the legislation. In any effort to secure the passage of the Mandatory-on-petition law in a State largely rural, care should be taken to frame the wording so that it will make possible the organization of kindergartens in consolidated rural schools.

CAMPAIGN ON VALUE OF KINDERGARTEN NEEDED TO INSURE REAL PROGRESS

Better laws will enable the kindergarten to make greater progress than it has thus far, but only as the added opportunity which a new law affords is improved. Some States in fact do not need legislation as much as they do enlightenment on the value of the kindergarten as a part of the school system. States having similar laws might be named in which excellent progress has been made in one and relatively little in the other. Real progress depends upon the acceptance on the part of the public of the type of education which the kindergarten represents as the right type for the early years. Because the significance of this type is not yet fully appreciated publicity is still needed. A campaign for kindergarten legislation will, therefore, have little value unless it is accompanied by a campaign of kindergarten interpretation.

ASSISTANCE THAT THE BUREAU OF EDUCATION CAN GIVE

The Bureau of Education can furnish material for both the legislative and educational side of the effort needed. For the first it can furnish a leaflet of kindergarten statistics, typewritten copies of the laws of the different States, and a mimeographed list of States with the type of law and other data for each State.

For the extension side it can furnish leaflets, and other printed material. It has also charts and slides of kindergarten activities for loan purposes. Further information will be furnished upon request.

THE NEED OF RECREATION AND SOCIAL STANDARDS FOR BOYS AND GIRLS

BY MARY L. LANGWORTHY

IT IS the fashion now to say impatiently that the social standards of our young people are low. Let us say, rather, that in our social relations to each other we *have* no standards.

In school athletics, school curricula, college entrances and professional careers, we have strict and high standards; why, then, should we not examine our ideals along social lines, and, discovering that we lack therein, raise up for ourselves and our children such standards as will make of our society a more normal and sane condition than we have had, at least, since the war. As an organization the parent-teacher association can most effectively point the way by setting high standards for the younger generation.

RECREATION

We are fast growing into a people who must be amused by some agent outside of ourselves or our homes. We go, principally, to the movies. There we receive "our daily thrill" and our ideas of social grace, correct dress, methods of committing crime and carrying on illicit love affairs; or we sit through hours of fascination, watching professionals play baseball, or we go to the theatre to see professional actors interpret life, or we go "joy-riding," ending up in a dance hall or a road house.

We need, first, to determine how much objective amusement for relaxation and stimulation we actually need. Then we need to decide when and how often the dose shall be taken, what is the relative value between such stimulation and rest at home or in bed, and finally, whether these forms of recreation actually recreate, or not, so that we may cultivate that which does and reject the other. We need to know the recreational facilities of "our town"; sometimes we may find unexpected public or public-by-courtesy tennis courts, golf links, playfields, picnic and camping grounds, or joyful bits of scenery to be

reached by a pleasantly tiring hike or saunter. If none of these can be found in our vicinity, then no more profitable way to spend energy for a few months may be found than to organize sentiment for the creation of a Recreation Commission in "our town" which shall provide, through taxation or voluntary contributions or membership fees, some of these essential advantages. This sentiment can be organized and promoted by the parent-teacher association. In winter our boys and girls should have out-of-door skating rinks, toboggan slides, or sloping streets set aside and barricaded at certain hours for sliding down hill, indoor tennis or squash courts unless the high school offers the free use of theirs. In summer an interest in out-of-door sports should be created, so strong that petting parties or sitting around in parlors or porches would be soon discarded as a great bore. But these things are accomplished only through a vital interest, self-forgetful-of-middle-aged comfort, on the part of fathers and mothers, and their enthusiastic companionship.

DRESS

One is told of the French saying that American women wear the best clothes and are the worst dressed women in the world, because they don't know when to wear their clothes. Whatever our reaction to this opinion may be, we must confess that our standards of correct dressing are largely emotional. A pretty frock, a dainty pair of shoes or a flowered hat seems to be its own excuse for appearing at any hour of the day, and in any combination. Until we have definite standards along the lines of beauty, modesty and suitability to occasion, we shall lay ourselves open to criticism of being badly dressed.

MANNERS

The middle-aged have often felt like joining with Mr. Grundy, of the "Atlantic," in decrying the lack of good manners in

our young. They have so thoroughly come into their own, are so sure of themselves as self-reliant, future rulers of the world, that they seem crude and blatant to a generation brought up to venerate age and position, and even infirmity. When we speak of all older generations "brought up to venerate," it reminds us, however, that we have somehow failed to bring up the younger generation with the same respect for people. We have failed to make them understand that courtesy is simply the visible sign of inner reverence and unselfishness. Should we not consider these things with our boys and girls and help, with them, to make fashionable a return to something of the old-time manner of elegance and politeness? The upright soul is done a great injustice in the eyes of the world if it is clouded by bad manners, while it is not hard to believe that

the selfish and stooping soul can be made unselfish and upright by the practice of really fine manners.

The young generation is probably the finest of all those that our new world has ever known in point of self-reliance, willingness to bear responsibility and to assume leadership, but it has also the vices that go with these virtues, and these lie largely in their lack of standards of living, as social beings, which standards we of the middle-aged generation must help them to form and maintain.

With this in view the Parent-Teacher Association has a committee on recreation and social standards. This committee informs itself regarding the social life of the young people in the community and takes steps to provide adequate recreation and wholesome amusements for them.

MESSAGE FROM OUR LEGISLATIVE CHAIRMAN

DEAR Co-Worker:
Experience has taught me that *reiteration* has to be, if accomplishment is to be. Therefore, excuse my *harping* on the same key.

You have received from me a simple legislative letter, asking that you will get your State Board and each local organization in your State to write to its Senators and Congressmen a letter somewhat similar to the following:

"DEAR SENATOR:

The ——— Parent-Teacher Association hopes that it can count on you to vote for the Child-Labor Amendment and against any bill to re-introduce beer, even 2.75 per cent beer. We also want you to know that we are on record for the World Court and for the principle of uniform marriage and divorce law.

We shall be grateful if you will write us how you feel on these issues.

Sincerely yours,"

If this call has not gone to your Locals, I hope you will soon send it along, for if only half our Locals should respond, the pressure on Congress from this one act would be enormous.

Now comes the call to press hard to get the Child Labor Amendment through Con-

gress this winter. Will you, as President; you as Legislative Chairman, write a personal letter to your Senator, Senate Chamber, Washington, D. C., telling him how eagerly we are hoping to see this Amendment pass in the coming session. Please at least do this, and then do as much more as you feel you can for our 1,000,000 little child laborers. You can get information and literature from the National Child Labor Committee, 105 East 22nd Street, New York City.

You can get all you need of our new Legislative leaflet, "Stressing Methods," from the National Office, 1201 16th Street, Washington, D. C. I beg that you will distribute them widely.

Please be sure, (1) to get the legislative letter and leaflet to all Locals; (2) to write to your Senator about the Child Labor Amendment.

Forgive me if I trouble you too much, but all these measures are important to the children of to-morrow!

Cordially yours,

ELIZABETH TILTON,
National Legislative Chairman.

WHEN BOOK-LESSONS BEGIN

BY ELLA FRANCES LYNCH

I

THESE children are in bad shape," remarked the school doctor: "fully three-fourths of them have defective vision."

"Why," exclaimed the astonished teacher, "I hadn't discovered any trouble whatever. How do you make that out?"

"They cannot recognize even the largest letters on the chart at a distance of eight feet. They call A, X; E they called W, and so on."

"Oh," said the teacher in great relief, "that is nothing. It is the new reading method. We no longer permit the children to learn the names of the letters. They must recognize words and even sentences as wholes."

"Good night!" exclaimed the old-fashioned doctor. "This is no place for me," and he departed in haste.

From every corner of our United States and Canada mothers are writing me that they would like to start their children in book-lessons but fear to risk the antiquated methods of their own childhood, and that they cannot grasp these new ways of teaching the letter-sounds as exponents of the cooing of doves, the lowing of kine and other zoölogical stimuli of the auditory nerve centers. Usually they add that the teachers do not want the children to know the names of the letters. Every day I am called upon to assure an anxious mother that if her teaching be sound and thorough, method is no account; that there is nothing constitutionally moral about the alphabet and that spelling should be drilled into the very fibers of the child's mind and body long before he is given a reading book.

Speaking with a first-grade teacher, I said: "Why do you teachers object to mothers teaching their children the alphabet? Does it hold them back when they enter school?"

"No," she replied, "quite the contrary, but it makes it harder for the teacher because of the unevenness of the class. You see, the child who knows the alphabet and

has some notion of spelling is ready to go ahead much more rapidly than the others. Besides, I do not object, and neither do the majority of teachers, but you may have noticed that the teachers and parents are the last ones to be consulted on the subject of teaching."

In confirmation of this teacher's words I may tell you the story of a young friend of mine who became animated to try in her first grade the old-fangled methods she had watched functioning in my class rooms. Her pupils had completed the "sight-reading" assigned for the year so she proceeded to drill them in spelling until they had learned to spell and write several hundred words of one syllable. Then came the superintendent who, on learning the unusual state of affairs, told her the plan must be discontinued. "But," she said, "these children have done everything outlined in the syllabus for first grade, and they are doing this work with perfect ease. Why can't I go on?"

"Because," he replied, "if you continue another month like this, there will be nothing left to teach them in second grade. Better let them dramatize for the rest of the year."

Does this story sound like a thrust at the superintendent? It is nothing of the kind. It is another plea for the extension of P.-T.-A. in order that teachers and superintendents may be assured of sympathetic understanding and support when their good sense shows them that the school curriculum should be violated in the interests of education.

Fortunately for the world, there are many different ways of acquiring learning and culture, and throughout all time men and women have so acquired these. In Abraham Lincoln's day there was no machinery to make learning swift and easy. His first reader and speller was the Book of Genesis and he learned to write with a piece of charred wood on the back of the snow-shovel. Ida M. Tarbell in her "Life

of Lincoln" has this to say of a child's education: "More or less of a schoolroom is a matter of small importance if a boy has learned to read and to think of what he reads, and that this boy learned. His stock of books was small, but he knew them thoroughly, and they were good books to know: the Bible, Æsop's Fables, Robinson Crusoe, Bunyan's 'Pilgrim's Progress,' a 'History of the United States,' and Weems' 'Life of Washington'."

Not so long ago the approved reading method started off in first grade with diacritical markings supposed to speed up the learning process, but in reality making the printed page as sheerly difficult of comprehension as the markings used in a Chinese laundry. Happily, teachers are now being informed at our great university summer schools that the educational pendulum has swung to its extreme of foolishness and faddishness and that it must now swing back to sense. Specifically, the student teachers are told that diacritical marks are out of place below the fourth grade, that phonetics as the sole basis of a reading method have had their little day, and that first-grade children should learn the names of the letters forming the words. Again I want to bring an important fact to the attention of my readers: When these teachers asked: "Shall we go back and employ these methods in our work?" their instructors smilingly cautioned them not to make the attempt yet, but to follow out whatever methods their school boards or superintendents prescribed.

Not long ago I asked an audience of teachers to define reading. Perhaps the consensus of their replies was: The art of uttering printed or written matter.

Reading is far more than that. It is *thought-getting*, or else it is nothing more than pronunciation, or than a device for filling the mind too full for thought. To call reading "literary scholarship" may be sufficiently embracing but it is too smooth to grasp. Reading is not reading unless it involves a "thinking all around the words," seeing every facet; accepting or rejecting or consciously staying judgment. A thousand theorists have experimented

on youthful minds and sold thousands of tons of textbooks to school boards in the effort to find a painless way to the treasure-house of literary riches, and they have failed. A method that merely aims to give the child a facility, a glibness, in pronouncing words so that he may swish down the page and get a skimming of the sense, is, to my mind more dangerous, considered from the viewpoint of mental and moral development, than unacquaintance with books. That child is on the down grade who thinks he can read when he does not even know the structure of the word nor its meaning. To recapitulate:

Reading is the royal road to knowledge and culture. Without it, no profound research, no science. But to reading there is no royal road. "Royal Road" to this subject and that, is wicked humbug. Even the son of a king must delve and sweat if he wants to learn anything. Were his tutor to say: "I have a nice, easy method to teach your Royal Highness in such a way that your R. H., without doing any vulgar work, shall be able to read and write in a few days," such a tutor would, if the king were wise, be sent to solitary confinement for life.

The royal road to knowledge is that kind of reading whose limits are marked out for us by John Ruskin, master of language:

"You must first get the habit of looking intensely at words, and assuring yourself of their meaning, syllable by syllable—nay, letter by letter.

"You might read all the books in the British Museum (if you could live long enough), and remain an utterly 'illiterate,' uneducated person; but if you read ten pages of a good book—letter by letter—that is to say, with real accuracy, you are forevermore in some measure an educated person. The entire difference between education and non-education (as regards the merely intellectual part of it) consists in its accuracy."

Books are not the main essential in teaching children to read. Bear in mind how new and strange to a beginner are the symbols of language, printed or written.

Imagine the difficulties of a foreigner, unfamiliar with our language, attempting to learn from our books. Or imagine the result of attempting to teach sight-singing to pupils who had not learned anything of music through the ear. As reading is the rendering of symbolized language, the young beginner should first learn a great deal of the language itself, and be able to converse and think in it, before learning the symbols.

Teaching a child to read, then, is something more than enabling him to pronounce printed words. That is a later, technical step and relatively of small importance. Getting ready to read, the vital thing, is a slow and gradual process, not to be hastened unduly. When laying the foundation of a building, we give it weeks and weeks to settle before we begin upon the superstructure. No immediate slapping on of the mortar and bricks. So, too, the wonderful fabric of language must be built up in the child's mind with loving care. To do this is the work of an artist; yet every willing teacher-mother can give such preliminary training in language that Plato himself would approve of it.

As for the reading method itself, the normal and safe method is based on the intensive teaching of spelling, for which a firm basis has been laid by the lessons in observation, the HOW of the plan to be described here in forthcoming articles.

A reading lesson should be a combined lesson in language, reading, spelling and penmanship, the language part consisting in memorizing, in speaking distinctly and correctly, and in answering simple questions properly and clearly.

In this way the mother tongue is treated, as it always should be treated, as one subject made up of different parts and not as several different subjects.

Do children learn to read quickly by the method to be outlined later in this department? They learn soundly and thoroughly. In the long run they save years. They save human energy, vitality, mind-power, and the tax-payers' money. "The fascination of trifles," says Holy Writ, "obscureth good things." New, newer and

newest methods lead only into the quagmire of confusion. No specialized method equals in honesty and simplicity, soundness of result and directness of purpose, the old, old way whereby the masters of language were trained. With "sight-methods" the structure of the word is ignored, and in consequence the worst possible habits are formed—guesswork and indifference to details. Showy results are now and then attained at first, by a specially gifted teacher. Then year after year the disappointment grows until it becomes utter despair. Instead of gaining in power of application, pupils submerge more and more in hopeless inertia.

At the risk of being tiresomely repetitive, let me affix a few cautions:

It is distinctly possible to overvalue the ability to read. Many of the world's great men have not been men of letters. The Hebrew patriarchs had few books. Abraham had no library. The author of "Percival," the story on which Wagner founded his opera of Parsifal, could neither read nor write.

There is the ever-present danger of reading being made a substitute for thinking. The habit of getting opinions from the daily papers instead of observing and drawing conclusions, is too common in America. It is undoubtedly due to the immoderate prominence which has been given to reading in the curriculum of our primary schools.

Grave dangers, physical and mental, attend the effort to teach reading at too early an age. Parents who, through sheer vanity, demand or permit such teaching, have much to answer for. In the first place, such teaching wastes time. Teaching a very young child to read consumes much more time than it does at a later age. Next, that which belongs to the later age cannot be transferred to an earlier period without supplanting instruction of far greater worth.

Further, the younger the child the more likely that the eyes will be deformed by the muscular jerks involved in the act of reading.

Too early reading paralyzes the natural

development of the child mind by completely changing the naturally active attitude to a passive one. Instead of gaining experience the child is storing up words.

Mothers whose children have reached the

age of six may receive suggestions relating to the preparation for book-lessons by writing me. Send ten cents and give me some idea of the child's mental and physical development.

CHARACTER EDUCATION

BY JENNIE R. NICHOLS

National Chairman, Humane Education

AT the National Congress of Mothers and Parent-Teacher Associations Convention held in Kentucky, May, 1923, the following resolution was passed:

"Be it Resolved: That there be introduced into the educational system of every nation and developed to the greatest possible influence, some form of character education by which children and youth shall be brought up to recognize the right of each human being to life, liberty and the pursuit of happiness, and to treatment from others in accordance with justice and equity, that they, habituated by character education and the experience of good-will among themselves as citizens shall be trained to fulfill the principles of law and order in human society, within the national borders and between nations."

This resolution manifests the upward groping of those who think toward the "Light which lighteth every man that cometh into the world." Reduced to the simplest form of expression it would read: give us a humane citizenship for this and other nations. It voices the great need of the hour, humane education or the teaching of kindness to every living creature as the first fundamental in character training. Humane culture for every child in every home and in every school of this and other lands would be the answer to this call for some form of character education which will bring about a new order of living.

The first step toward training a child to recognize the rights of humans is to teach him to have respect for the rights and feelings of the dumb friends with which his first experiences in social life are so closely related and over which he begins an early dominion. To habituate a boy or girl to the form of character education which in-

duces his understanding of the bond of kinship between man and beast and a knowledge of the interdependency of each, together with a proper conception of justice due those who cannot bespeak justice for themselves, is to insure for him an attitude of justice and equity toward his fellowmen.

On the other hand, unchecked tendencies to cruelty which so often has its beginning in a child's association with animals, may deaden the finer sensibilities of the individual and lead to crimes that adversely affect communities, states and nations. The career of Benedict Arnold, who as a boy was allowed to amuse himself by torturing helpless creatures, and the life of Ivan the Terrible, who was encouraged in his cruelty to animals that he might become a tyrant over men, furnish forcible examples of this truth. It is as much the right of every child to be trained in kindness as it is his right to be "well born."

Training for "loyalty to civilization ideals" has its beginning in a sacred regard for all life. To discriminate as to race, color, class or kind is to fail in making sure the foundation for "fulfilling the principles of law and order in human society."

The National Congress of Mothers and Parent-Teacher Associations has adopted a humane education program through committee work for its State Branches to follow. It has also provided a national chairman of this committee who is eager to serve. With an active corresponding chairman in every State Branch who would be given the support of each association in carrying on this work, the answer to this prayer of the National for a future citizenship with understanding and good will toward men would have its beginning.

Mothers and Children

BY LOUISE E. HOGAN

SUPPER MENUS FOR COLD WEATHER

SUPPER menus in winter should continue to be much the same as those indicated for summer use, allowing the child to eat more, and satisfy his appetite by taking as much bread and milk as he desires. Children should have light suppers; digestion should have its hardest work to do during the day, before evening comes. If care be taken in this direction, sleep will be sound and rest will be refreshing.

There is no more perfect food combination for a child's supper than a bowl of bread and milk; in many nurseries this fact seems to be entirely overlooked. It is easily provided, contains all the elements necessary for a perfect food combination, and deserves a prominent place in a child's dietary, provided the milk be pure and sweet, and the bread wholesome, and not robbed of its natural constituents calculated to keep a child in health.

What to give a child for supper may seem a trifling matter, but it is really of the utmost importance. A child's rest at night and incidentally the mother's also, depends very largely upon what it has had to eat at this meal. Two safe rules to follow are, never to give a heavy supper, and never, if possible, to give it later than five-thirty or six o'clock, until a child is six years old. This will allow a sufficient period of time to intervene before bedtime, for mothering and relaxation, which with a well-selected supper, will induce refreshing sleep. A well child who has had a simple supper at an early hour, after a well-conducted day of alternate periods of rest, food, exercise, and play, will *want* to sleep, and will protest against any disturbance of his regular régime. Children are like clocks, and go on time, when wound at the proper time, if the winding be done in a way to keep the child unconscious of the process—and thus the

weary mother may easily secure her well-earned rest at night.

Simple supper dishes for summer and winter alike are hereby given for a child two and a half years old and over—and they may be interchanged for variety, whenever it seems desirable.

Milk toast; zwieback; bread and milk with good butter on the bread; graham biscuit and milk; sandwiches of graham biscuit with good butter, and milk to drink. Apples baked or stewed with very little sugar, may be given with a choice of any one of the above. As much milk as the child will take, to be added to whichever food is the choice. Cereals may also be given for variety.

WINTER FOODS ALLOWABLE FOR A CHILD OVER FOUR YEARS OF AGE

Amounts are to be regulated according to the weight, age and physical condition of the child. There is no fixed rule to meet children's needs. Individualization is always needed. Any capable mother or nurse can select satisfactory menus from the following lists, which have been approved by eminent medical authorities for the ages indicated.

Three meals daily for a child of this age—is the advice of many specialists, with orange juice at 10.00 A.M., and when it seems necessary a luncheon at 3.00 or 3.30. Use one food only of each class.

For breakfast—from 7.00 to 8.00 A.M.—Cereals: oatmeal, cornmeal, cracked wheat, each cooked four hours the day before using, if at all possible, and served with top milk—one kind only of these cereals at a meal.

A soft-boiled or coddled egg; minced broiled chicken meat, (the white meat only) and either stale bread and butter or bran biscuit and butter. Milk to drink.

Dinner—12.00 to 12.30. One food of a kind at each meal. Begin with a strained

soup or broth; rare beefsteak, or rare roast beef, or white meat of chicken or broiled fish that is not oily, or the heart of a broiled lamb chop. Meat to be finely minced. Quantity according to the age and condition of the child. An active child can digest more than a quiet child.

Use of starch vegetable—one of a kind—either baked potato, well-cooked rice, macaroni or hominy, seasoned with salt and a bit of butter.

Of green vegetables, in order to supply the necessary vitamins and inorganic salts use one of a kind of the following: Tender peas, string beans, mashed white squash, white heart of cauliflower, strained stewed tomatoes that are not acid, minced spinach, asparagus tips and tender, young carrots. Any of these foods when given to be mashed fine and begun in small quantities.

The waters in which these vegetables are cooked should be used when making

broths and soups for the next day's use, thus saving for the child some accessory food factors needed. These vegetable juices are also very useful in teaching a child to like the taste of what he needs. He might not at first be willing to eat certain vegetables in their plainer taste and form; when cooked and made in a purée he may take a liking to them. They are also useful in flavoring hot milk—when it becomes necessary to give the child a tasty, supplementary food between meals. It is by watching the apparently minor points in feeding children that we win our way. Knowledge is still limited concerning the much discussed vitamins, etc., but we may keep on the safe side by always remembering to supply the child with the so-called "protective foods" contained in the juices of fruits and green vegetables—as demonstrated by the Johns Hopkins Experimental work in the School of Hygiene and Public Health.

"OUR MOTHER"

By Hon. Reed M. Powell

*A wonderful love, our priceless treasure,
Guided our footsteps, moulded our years;
Our comfort in sorrow, sharing our pleasure,
A ministering Angel, hovering near.
Her home was her temple; service, her creed,
No task was too irksome if aid to another;
Ready to sacrifice, though she be in need,
The dearest remembrance we cherish, Our Mother.*

*In our childhood days—she was younger then—
Her smile was a spur to youthful endeavor;
She would tell to us stories again and again
And talk of the future, an optimist ever.
Her kiss was a cure for an ache or a bruise;
When faced by temptation we ran to no other;
Her heart full of tenderness helped us to choose
The things that were good. Blesséd Mentor, Our Mother.*

*Her Spirit lives on, the dear little woman,
Her labors of love, deep engraven now stand
A monument to her, so Heavenly human,
In the lives she so carefully, patiently planned.
Now she has gone to her certain reward,
Her whole life portraying, "Love One Another;"
Her praises unsung by minstrel or bard,
But hearts overflowing "Thank God for our Mother."*

EDITORIAL

WHERE THE MONEY GOES

NOW that a Wall Street banker has explained "where the money goes," or some of it, we begin to understand the dubious shakes of the head which a proposed increase in school expenditures always precipitates.

We are informed from Wall Street "that 85,000 people spent, with alacrity, \$1,250,000 to see a prize fight; that movie theatres are crowded to capacity; that 2,100 golf clubs are running with full membership, and 1,000 more in process of construction and deluged with applications for membership; that limited railroad trains at high fares are crowded to capacity and running in enormous sections; and drawing rooms are in greater demand than single berths."

It has recently been estimated that while seventeen billions are spent annually on luxuries, only one billion is spent on education. It all goes back to the inescapable truth that people have what they want most, and that education is not one of the most wanted commodities.

Perhaps herein lies one of the largest fields of influence in our great national organization: to create a demand for education—to change the ratio of 17 to 1 in favor of luxury to 1 to 17 in favor of education.

* * * * *

OUR MONEY'S WORTH

In the face of a cool \$70,000,000 spent last year for perfumes and cosmetics alone, the following incident puts into a ludicrous light the attitude of parents who seem to begrudge a few trifling pennies when they are not sent forth to chase a luxury or to gratify a longing for the "flesh pots of Egypt."

The other evening we went to a High School Parent-Teacher meeting in a wealthy town not far from a great city whose hallmark is education and culture. The treasurer sat at a table near the door taking the annual dues of the members as they passed

into the school hall. The new superintendent was to make his first public appearance and to give to the patrons of the school an address on "Some Essentials in Education." As we lingered a moment at the door a father and a mother passed into the hall. They did not stop at the treasurer's desk, but as they walked to their seats the mother called back, "We're not going to pay our dues; we didn't get our money's worth last year, and we're going to wait this year and see what we get."

The people were well-to-do, and the annual membership fee was twenty-five cents. We happened to know that any one of several things that association did last year was worth untold amounts in the understanding it produced between teachers and parents. At this particular meeting the skeptical ones enjoyed a most unusual and earnest talk from the superintendent, a social hour with friends, and we have a vague suspicion that they partook liberally and more than once of a delicious fruit punch and heavily frosted cake.

Our money's worth! When shall we stop talking about getting our money's worth from a Parent-Teacher Association and begin to catch the spirit of giving and serving? The value of a club organized for child-welfare work cannot be measured by any standards of mere money. The rewards will come to all its members when they faithfully and together carry out the truths they hold for the next generation, and pay that "eternal debt which age owes to youth."

When shall it be that members of Parent-Teacher Associations shall say in their hearts: "I am glad that the purposes of this organization are so broad that they reach to every child; that its membership is so democratic that it can include my foreign neighbor, the teacher of our children, and myself. I can see its wonderful possibilities to make me a more intelligent parent, a more understanding teacher, a more far-

seeing citizen. I want to do my part in building up this wonderful instrument for the education of my child and of all children, that I may have even a small part in getting ready a fine new generation."

* * * * *

A GOOD CURFEW

Approved by the school committee and the selectmen is the plan—originated by

the Parent-Teacher Associations of a wide-awake town—of a five o'clock curfew, warning all school children that home lessons are awaiting their attention. The curfew means also that congestion of the streets at the busiest hour is reduced, and danger to the children from automobiles eliminated.

Why isn't this a good idea to spread?

M. S. M.

THE AMERICAN PEACE AWARD

THE National Congress of Mothers and Parent-Teacher Associations has been asked by the American Peace Award, created by Edward W. Bok, to assist in conducting in January a wide, popular "referendum" upon the plan chosen by the Jury of Award. The award, as you know, offers \$100,000 for the "best practicable plan by which the United States may co-operate with other nations to achieve and preserve the peace of the world."

The jury, which consists of Elihu Root, chairman; Edward M. House, James G. Harbord, Ellen F. Pendleton, Roscoe Pound, William Allen White, and Brand Whitlock, will announce the selection of the winning plan about January 1. According to the conditions of the award, half of the \$100,000 is to be paid to the author of the winning plan as soon as the jury has selected it, and the other half, "if and when the plan, in substance and intent, is approved by the United States Senate; or if and when the Jury of Award decides that an adequate degree of popular support has been demonstrated for the winning plan."

A "referendum" will, therefore, be taken on the winning plan during the month of January to give the people of the country a direct opportunity to express their considered opinion upon it. This "referendum" will be conducted through the daily and

weekly press, the eighty-eight national organizations, civic, educational, professional, religious, and industrial, forming the Co-operating Council of the award, of which our own organization is a member, and many other city and state organizations.

I am glad to recommend our participation in what promises to be the widest expression of popular opinion ever attempted in this country. Our magazine has not the space to print the winning plan, but it will appear in all the important newspapers throughout the country. On the bottom of this page you will see a coupon for voting on the plan. *I earnestly urge all our members to vote promptly* and return the coupon to the offices of the award. Coupons will also appear in the daily papers. In using them be sure to sign also the name of our organization.

I believe that our associations are deeply interested in the question of what the relation of our country to the rest of the world shall be, looking toward the prevention of war, and I hope that each one of our members will feel a personal responsibility in embracing this opportunity of expressing a direct opinion upon it.

MARGARETTA WILLIS REEVE,

National President.

COUPON

Name
Address
Are you a voter?.....
Do you approve the winning plan
in substance? (Write yes or no)

National Congress of Mothers and
Parent-Teacher Associations
Return this coupon promptly to the
American Peace Award, 342 Madison Ave-
nue, New York City.

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

Fort Wayne, Indiana, is doing some excellent work for parent-teacher associations. Last year a course was conducted by the Parent-Teacher Association Council on the work of the local, State and National groups. This year the University Extension Division is offering the course in recognition of the work done by the Council last year. Thirty persons are enrolled, and \$2.00 is charged for the series or \$.25 per lecture. At New Haven, 8 miles from Fort Wayne, a similar course is being given with 12 in the group. The New Haven members go over to Fort Wayne for the special lectures by the State President, Mrs. G. G. Derbyshire; the State Executive Secretary, Dr. Edna Hatfield Edmondson, and Professor Amos Butler of the State Board of Charities.

The Federal Bureau of Education, Washington, D. C., has just issued another booklet to add to its already excellent list. This time a university professor and a kindergartner have collaborated and the result is especially pleasing. Arnold Gesell of Yale University is the university professor, and Julia Wade Abbott of the American Child Health Association is the kindergartner. The booklet is called "The Kindergarten and Health," and the price is 5 cents per copy. Dr. Gesell discusses "The Kindergarten as a Health Agency," while Miss Abbott tells about "Health Education in the Kindergarten." This pre-school age book will be of great value to teachers and parents and parent-teacher association workers.

The Teachers' number of the "Cornell Rural School Leaflet," September, 1923, Vol. 17, No. 1, published by the New York State College of Agriculture, at Cornell University, Ithaca, New York, contains a five-page article on "Parent-Teacher Associations."

There is often a query as to the practical value of a parent-teacher association to a teacher. A story has recently come from West Virginia which shows one answer. In a certain town in the state is a teacher who believes that it helps her work to know the homes and the parents of her pupils. Last year she visited the home of every pupil in her grade once, some twice, and a few three times. As a result she was the only teacher in the school who had 100 per cent promotions.

The other day a mother told the writer this story. The mother has a son who was struck on the head with a baseball bat a few years ago and sustained a fracture of the skull. Surgeons at Johns Hopkins have refused to operate. At times the boy suffers with such severe headaches that the doctor has said the child must be put to bed when these attacks come on. Of course this means the boy must be away from school. Somehow the teacher cannot be made to understand why the boy is away or why he gets behind in

his work. The mother has been to see the teacher and has explained several times. The teacher ridicules the boy, because he is slow, until the child pleads with his mother not to make him go to school. There is no parent-teacher association in this school. We wonder if such an organization would not help both this teacher and this mother!

The National Education Association is distributing a booklet which will be valuable to every parent-teacher association. It is "Research Bulletin, Vol. I, No. 4, September, 1923." It contains "Five questions for American Education Week," which will be appropriate for study by P.T.A. groups at any time. The first question is "What are the weak spots in our public school system? (2) What national defects result from the weak spots in our public school system? (3) How may our public school system be strengthened? (4) Can the nation afford an adequate school system? (5) Do good schools pay?" The price is 25 cents per copy. Address National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

In North Carolina there is a College for Women and this College believes in the North Carolina Parent-Teacher Association and in practical ways expresses this belief. For two years the College has borne the expense of the State P.T.A. Bulletin and this year is paying the salary of an organizer, the State Branch paying the expenses of the organizer.

In some other States the Extension Division of the State University gives practical aid to the State Branch. If all State Universities did a little to help the State Parent-Teacher Association, how the work would grow!

Parents, teachers and parent-teacher association workers would be interested in "Suggested Programs for Education Week in Massachusetts Schools." The booklet contains suggestions for primary grades 1 to 3, intermediate grades, 4 to 6, and for junior and senior high schools. The suggestions for cities and towns conducting Americanization classes for aliens, and the list of sources for material are very valuable. Order from Department of Education, Commonwealth of Massachusetts, Boston, Mass.

The October issue of the Arizona Parent-Teacher Association Bulletin is a Juvenile Protection number. Isn't this an excellent idea?

Those who are interested in the subject of American Citizenship will wish to get a copy of "Bulletin, 1923, No. 30," of the Federal Bureau of Education, Washington, D. C. It is called "An Americanization Program" and was prepared by E. J. Irwin, principal of Maxwell High School, Maxwell, California. Its chapters are on:

(1) Americanization as a problem. (2) Agencies used in Americanization programs. (3) Americanization bulletins, materials and helps available for teachers and superintendents. (4) The Administration of plans. (5) Summary and conclusions.

The September issue of "Mother and Child," published by The American Child Health Association, 532 Seventeenth Street, N. W., Washington, D. C., is filled with interesting articles. Pages 387 to 406 are devoted to a discussion of "What Detroit Does for the Health of Mothers and Children." Every article is well worth study by P.T.A. workers.

The October issue has part two of the discussion of "What Detroit Is Doing for the Health of Mothers and Children." Other articles also are worthy of careful reading, especially the one on "How the State Carries Out the Provisions of the Maternity and Infancy Act."

The October issue of *The University of Oregon* (Eugene, Oregon) *Extension Monitor* is a Parent-Teacher Number and is filled with splendid articles. Mrs. J. F. Hill, the State President, discusses general aspects of the subject. The statement of the "Code" in this article is excellent. The articles on "How to Organize," and "Making It Go: Some Hints for Program Committees," contain some most worthwhile and practical help, while the "Topics for Programs" is one of the best we have seen on the subject.

Every parent and teacher should read "Do Animals Suffer Pain As Humans Do?" in the November issue of *Our Dumb Animals*. Ten cents per copy, 180 Longwood Avenue, Boston, Massachusetts. After reading this article parents and teachers should enter a crusade to educate every boy and girl in the land to be kind to animals—kind in every way to every animal whether wild or domesticated.

Delaware State Parent-Teacher Association has a fine new program leaflet—"The School Library"—November, 1923. On page 9 begins an excellent account of what the Delaware P.T.A. has done in connection with libraries for the schools of the

State. The whole leaflet is worthy of careful reading. The pictorial supplement to the leaflet is also very interesting.

OUR NEW LITERATURE

It is a great pleasure to announce that several new leaflets have been prepared by the chairmen of National Committees. All will be of interest to parent-teacher association workers. These are distributed from the National Office, 1201 Sixteenth Street, N. W., Washington, D. C., from State Presidents or from the Chairman.

At the request of the Chairman of Child-Welfare Day, Mrs. B. F. Langworthy has written a pageant, "Lighting the Congress of Mothers' Birthday Candles," for use on that occasion. With little change this pageant may be used at any time. The price is 5 cents per copy.

Miss Clara M. Wheeler, National Chairman of Kindergarten Extension, has a leaflet on Kindergarten Extension. This will be of special interest to members of P.T.A. in connection with kindergartens or first primary grades.

For those who desire something unusual there is the "School Style Show," a program contributed by the Cincinnati East Side High School and prepared by Mrs. B. F. Langworthy, National Chairman of Recreation and Social Standards. It exhibits correct and incorrect styles of dress for boys and girls of the intermediate grades and high schools.

Dr. C. Ward Crampton, National Chairman of Physical Education, has a leaflet "Suggestions for Local Presidents," which contains an excellent score card for rating the health-building and life-preserving work of the school. Separate copies of the score card have been printed and may be secured from the National Office.

Mrs. Orville T. Bright, National Chairman of Program Service, has an excellent leaflet, "Seven Program Outlines" for Rural School P.T.A. This is our first leaflet for rural associations and will be of great help to them.

The American Child Health Association, with which the National Congress of Mothers and Parent-Teacher Associations is co-operating, has prepared for us a study outline of the pre-school child called "My Little Child's Health." It sells for 10 cents per copy and is worth many times that amount.

NEWS OF THE STATES

ARIZONA

For the year 1923-24 the activities of the state association are to be embraced in ten points of excellence for Parent-Teacher Associations:

Point 1—Association to double membership this year.

Point 2—Association to hold one evening meeting for fathers; association to entertain teachers at one special meeting; Founders' Day to be celebrated.

Point 3—Five of the state programs to be used for program work; must submit outline of your program to state.

Point 4—Association to do work in at least four departments.

Point 5—One practical piece of work accomplished during the year, either hot lunch, milk at noon, drinking facilities, library, pictures or playground equipment.

Point 6—Membership to subscribe to Parent-Teacher Bulletin.

Point 7—One-fourth members subscribers to CHILD-WELFARE MAGAZINE.

Point 8—Associations to meet state financial obligations, including dues, gift for general fund.

Point 9—Fifteen articles sent to press; articles must contain one hundred words (or more), covering activities of associations. Clippings must be filed and presented to chairman.

Point 10—Association to send at least one dele-

gate to Annual State Conference in Globe, with a written report covering year's work of association.

(To the association covering the greatest number of the ten points of excellency, a block and gavel will be awarded at the Annual State Convention.)

* * *

THE NEW FINANCIAL POLICY OF THE BULLETIN

A sufficient number of Bulletins shall be printed monthly to cover the entire state membership.

Each association shall be responsible for its percentage.

There will be no individual subscriptions to the subscription manager.

The Bulletin chairman in each association will receive each month her quota to be distributed at the Parent-Teacher Association meetings. By this plan the circulation will be increased and the Bulletin will do the work it should do—reach every Parent-Teacher Association member.

To finance this, the local association can collect a subscription of 20 cents a year from each member or they can raise the amount in some other way.

* * *

LIBRARY WORK

At the May meeting of the High-Roskrige Parent-Teacher Association, a movement was launched for securing more money for the Tucson Public Library. Two entirely different committees have worked on this matter—one before the vacation period and another during the vacation time, when the city's annual budget was prepared and passed by the City Council. By securing the co-operation of all the public-spirited organizations of the city, representatives of which appeared before the council at different times and by petition and spoken word set forth the needs of the Library, the "City Fathers" were persuaded to vote an additional \$2,500 to the Library Fund, making the total \$9,000.

With the extra money many important improvements are being made in the work of the Library. A full-time children's librarian will be added to the force. The large south room is being remodeled and converted into the children's room, where the weekly story hour will occur. In the near future, a bubbling drinking fountain will be installed and in operation. The rest of the fund will go for an advance in the too-low-salaries of the librarian and assistant, books, magazines, etc.

If another \$2,500 can be added next year, Tucson will begin to show that her public library is keeping pace with the rapid growth of the city as a whole.

* * *

MENTAL HEALTH PROGRAM

The program study for the month was selected with the object in view of awakening the public interest to the needs of the sub-normal child. What better place could public education and interest be awakened than in an organization of parents and teachers? Mental hygiene is fundamentally a child problem. Parents and teachers should inform themselves concerning mental health habits in order to properly perform their duty to the children who come under their supervision.

The study outline has been divided into three topics:

Topic 1. Mental Hygiene—what is it?

Topic 2. How shall we determine the mental state of our own children and avoid the dangers?

Topic 3. What is our duty to others?

Our study this month is of particular interest from the point of view of our juvenile delinquents. It is pointed out that it would be to our financial advantage if we could keep the dependents of our county and state to a minimum by the proper treatment in childhood of the twists and kinks before they develop that mental state found in the ranks of the juvenile delinquents; also from a humanitarian viewpoint it is our duty to care for every case susceptible to treatment in childhood, and thus save them from the future tragedy which imprisonment or insanity would bring.

* * *

The Parent-Teacher Association, through its representative, Mrs. E. J. Middleton, of Phoenix, had the honor of winning the handsome loving cup offered by the Phoenix Realty Board for the best five-minute speech delivered on the subject of Phoenix and the Salt River Valley. The contest was held in the High School Auditorium on the evening of October 8, with the representatives from nine clubs of the city participating. Mrs. Middleton agreed to enter for the sake of the resulting publicity to the association, and considered from that viewpoint, the effort was amply rewarded.

CALIFORNIA

Mrs. J. F. Faber, Chairman of the Membership Committee of the Los Angeles Federation, put on a radio program from 8 to 10 P. M., October 12th, in the Times Studio, Los Angeles, which had for its object the enlightenment of Radioland as to the child welfare work being carried on by parent-teacher associations all over the country, as well as the entertainment of the listeners.

After the regular announcements and news items given by "Uncle John," Manager of the Los Angeles Times Radio Department, "Uncle John" read by request, "The American's Creed" and announced the playing of "The Star Spangled Banner" by the stringed quintette from the Lincoln High School. He then introduced Mrs. J. F. Faber, who said in part:

"Friends of Radioland:

"The Membership Chairman of the Los Angeles Federation, 10th District, California Congress of Mothers and Parent-Teacher Associations, in planning this program tonight took into consideration the fact that our audience would be on land and sea; in and around Los Angeles, but for the most part away from us here in the Southland.

"Today is Discovery Day, celebrating the four hundred and thirty-first anniversary of the discovery of America. What better could be included in our program than the reading of 'The American's Creed' and the playing of 'The Star Spangled Banner' we have just listened to.

"Every day is 'Discovery Day' in Parent-Teacher life. Our work is for CHILD-WELFARE in its biggest and broadest sense, and is nationwide, there being over half a million members in the National Congress of Mothers and P.T.A.; eighty thousand of these being right here in our own State of California and over thirty-two thousand right here in our own City of Los Angeles where we are working in perfect harmony with the Los Angeles City Board of Education. We

are for CHILD-WELFARE; we are non-political; we are non-sectarian. My aim for this City, when the contest for members closes March 1, 1924, is fifty thousand members here in the Los Angeles Federation.

"That the people of the whole of radioland may become enlightened and enthused over CHILD-WELFARE work as carried out by parent-teacher associations everywhere in our country, whether in a community of thousand or in a community of hundreds or less, this program is given. It would be interesting if, from places away from Los Angeles City, you who are listening in will send us a card that we may know how far-reaching our educational program has been."

Mrs. Susan M. Dorsey, Superintendent of Schools of Los Angeles, was then introduced to the radio audience. Mrs. Dorsey outlined the purposes and benefits of the association. A part of Mrs. Dorsey's address serves to show the value placed upon parent-teacher accomplishments by the School Department.

"Fortunate indeed is the principal who has a 'live' parent-teacher Association working with him to expand the scope of educational possibilities by helping to secure those equipment accessories, such as motion-picture machines and incidental materials for visual instruction and other desired accessories which the ordinary school funds cannot always compass.

"None of these things fittingly represent the real significance of Parent-Teacher activities. It is the help given by parents in interpreting the schools and their work to the general public that is most truly a benefit. A strong group of parents who know what the schools are doing and who speak for the schools as interested and fully informed citizens, is of the greatest service in promoting good understanding in the community.

"It is to be regretted that every school, especially junior and senior high schools, does not have this strong right arm reaching out into the community and bringing to the school a consciousness of the helpful support of citizens.

"In the extension of the Parent-Teacher clubs this year, it is most earnestly hoped that schools which have not heretofore organized will delay no longer to form a Parent-Teacher Association, and that the membership campaign may add hundreds of new names to the list of members. No parent surely can afford to remain outside the Parent-Teacher group. Those members not parents have often proven most appreciative of the service rendered by the schools and most alert in understanding public school needs."

Several selections of music furnished by pupils, members of the school faculty and friends of the school completed a unique and valuable publicity program.

Before the close of the broadcasting a telegram was received from Rockford, Illinois, saying that the program was being enjoyed and was clearly heard.

DELAWARE

Delaware, on November 17th, concluded a four-weeks' drive which has added eighty new associations to the P.T.A. family. This means that practically nine out of every ten of the rural schools in the state now have an association to carry on Parent-Teacher Association work. Since every one of the new associations has been started

in a district which had rejected the idea for the last three years, it may be of interest to workers in other states to know the methods which have brought such splendid results. The new associations have been made possible by intensive preparatory work during the summer months and by the activity of the State Executive Committee, practically all of whom acted as organizers, devoting night after night to the work during the campaign just ended.

Practically every clear day during July and August last summer, two of the state officers were in the field, visiting the homes of trustees in the local school districts, and in the course of a friendly call, urging the advantages of a Parent-Teacher Association in every school district. Although many of the trustees in the beginning of the conversation showed either no interest whatever in the movement, or possibly positive opposition, every one, before the call was over, had, in every instance, either become interested to the point of declaring his intention to urge an association in the fall, or at least not to oppose some other person's attempting it. The result of all of this visiting was a receptive mood on the part of many in the rural districts when the organizers took the field this October, and also a card index in the Executive Office providing information relating to fully two-thirds of the unorganized districts in the state. This information was available for the organizers before they took the field and gave them a far better understanding of the problem which they faced in each district. In September, personal letters, made possible by reference to the card index, were written to every trustee visited during the summer, in which he was reminded of the coming campaign and asked to talk the matter over with the teacher in the district. Letters were also mailed to the teachers.

The campaign opened with a delightful luncheon at the home of one of the members of the Executive Committee. Four visiting teachers in the State had been asked to assist in the drive. The group subdivided into county units and worked out lists apportioning every unorganized district in the State to some individual who would be responsible for campaign activity in that district. The visiting teachers drove the organizers to the rural schools in many instances when it was impossible to get a response by telephone or letter. The newspapers of the State published columns of news concerning the campaign, which was 'phoned by local organizers to the central office and from there rushed to the newspapers each morning. The subject was presented by State officers at teachers' meetings, and advertised by stickers on all mail that went out of the central office. Every organizer made a point of getting new associations to either adopt the constitution suggested by the State, or at least to appoint a committee to work upon a constitution. They also advised the appointment of standing committees, and in many instances secured their immediate appointment.

Both new and old associations in the State are working for banners, one of which will be awarded to any association at the annual meeting in April which measures up to the following qualifications:

First. Six meetings during the year at which the plan outlined by the State Program Committee is presented.

Second. A paid membership which includes a representative from 75 per cent of the families residing in the school district.

Third. Published reports of the activities of the association at least six times during the year.

KANSAS

P. T. ROUND TABLE OF STATE TEACHERS' CONVENTION

At the P. T. Round Table, at one of the State Teachers' Association meetings, Mrs. Charles Mahin of Cheney made the following points in her talk on "Problems of the Rural P.-T.A.": First, Leadership; second, Program; third, The Child Itself. She advised finding the woman in the rural district who made the best butter, and was the most progressive and efficient in her home management. If her personality were good, she would probably make a good leader. In the program of the entire work of the association the welfare of the boy and girl must be the central aim. If a farmer sees that a P.-T.A. adds to his community, he will be ready to co-operate, and don't forget that he is likely to put in an appearance "when his gal speaks a piece." Reading, writing and 'rithmetic is not all of a child's education. He must learn how to live. Find out his needs. They are a little different from yours at his age. The teacher should secure co-operation of the parent through the child.

LITERATURE

The following State literature has been prepared by the State President, and is now available: (1) Facts About the Kansas Branch; (2) Steps in Organizing; (3) Model Constitution; (4) Our Aims; (5) Directory. "The Rural P.-T.A." and "The Sunday School P.-T.A." will also be ready soon.

EDUCATION

First we will offer the definition of a Parent-Teacher Association and then set forth our condensed program.

"A Parent-Teacher Association is an organization of parents, teachers and others interested for the purpose of studying reciprocal problems of the child, the home and the school, and the relation of each to the community and the State, in order that the whole national life may be strengthened by the making of better, healthier, happier, more contented and more intelligent citizens."

1. To place in every school in the State a Parent-Teacher Association.

2. To make possible through circulating libraries and books the opportunity to have the latest material on the relation of the home to the school and its children.

3. To awaken the public to its duty toward the closer association of parents and teachers, that all may have the welfare of the child uppermost in mind.

4. To establish speakers in all schools of college or university rank during their summer sessions that not only teachers may receive inspiration, but that those parents and patrons interested may enroll and attend the series of lectures.

5. To emphasize, as does the National Education Association, the fact that all service rendered has as its supreme purpose "the welfare of the childhood of America."

SOCIAL HYGIENE

To those who have touched closely the personal lives of boys and girls, sex education presents itself as an insistent practical problem. To the boys and girls its working out means health or disease, happiness or misery. For the citizenship of our country its outcome means a people virile and strong and self-controlled, or a people weak and degenerate. The whole subject must be faced courageously, but it must be handled carefully, tactfully, and with common sense. It needs the co-operation and wisdom of the parents working with the teachers patiently and intelligently for the right solution.

With the co-operation of the State Department of Public Health, an outline for two P.-T.A. meetings on the subject of Social Hygiene have been prepared.

* * *

RELIGIOUS EDUCATION

Salina, which is doing the pioneer work in religious education, reports that this year ninety-one per cent of the children of the elementary grades are attending the church schools. Last year there was eighty-nine per cent. Wichita is starting the work this year, and we would be glad to hear what other places are taking it up.

* * *

Two years ago a P.-T.A. was organized in a one-roomed school near Pittsburg. Now it is serving hot lunches at noon, weighing the children, and giving milk to those who are more than ten per cent under weight. It has speakers on child welfare and is doing wonderful work.

KENTUCKY

The state president, Mrs. Louise K. Mueller, gives the members sage advice through the Bulletin, when she says:

"It is conceded that 'our greatest educational need today is not money or buildings, but the creation of public sentiment.' Who better than the mothers of our fair state can arouse sentiment in favor of better educational facilities through a well organized Parent-Teacher Association?"

"The city schools have now been in full swing for two months, the rural schools three, therefore in each locality it is no longer problematical as to the needs. Become acquainted with your particular school need, watch for the weak spots, and then set about with a will and much tact to remedy them."

"Our organization work is going forward most encouragingly. The past month has brought many calls for programs and other helps, while our organizer is besieged with invitations to visit local schools, and her report, doubtless, will show a goodly number of additions to the Parent-Teacher Association cause. We are pleased to note the increased interest among superintendents, both city and county, showing 'the way the wind blows.'"

* * *

The state organizer is encouraging in her report. She concludes it by saying:

"Do not forget to include community singing in your programs."

* * *

At the October meeting of the Board of Managers, it was voted to join the recently formed Kentucky Women's Joint Legislative Council whose function it will be to be instrumental in

presenting and supporting legislation looking towards good government as well as that affecting women and children. The expense of financing this work during the period of the legislature every other year was estimated conservatively, and it was agreed that each organization which joins shall give \$100 towards defraying this expense. The organizations having joined so far are: The League of Women Voters, Federation of Women's Clubs, Consumers' League, W. C. T. U., Girls' Friendly, Home Economics and Parent-Teacher Associations. * * *

The Louisville League of Parent-Teacher Associations, in order to sustain its Student Loan Fund, secured of the Board of Education permission to sell pencils to the children through the public school system. This movement having just been launched, we are not in a position to state definitely what our monthly income from this source will be, but we expect it to cover our needs.

This year, so far, we have fourteen boys and girls using this fund, and investigation shows that all of these children maintain very high grades in school and show every evidence of being most worth while.

We are jubilant over our first re-pay. A young girl who availed herself of this loan in order to complete her commercial education, has begun in weekly payments to return her loan, thus enabling another child to carry on its education.

The Parent-Teacher Association of the Louisville Girls' High School is entering upon its second year. Since organization it has tried to establish closer relations between the home and school, to help the parents and teachers to know each other, and to give to the parents a better understanding of the problems and ideals of the school. A start has been made, and it is planned to continue along these lines to greatly increase the membership of vitally interested parents and teachers, and to aid the school in every way possible, but especially in its admirable welfare work. * * *

In January, 1923, Prof. E. P. Chapin, principal of duPont Manual Training High School, called a meeting to form a Parent-Teacher Association. Officers were elected and we affiliated with the League, State and National Organizations. Our membership was 75. The one big plan for this association to put over was to get an athletic field. Immediately the president appointed a committee to meet with the Board of Education, get their permission to start working for our goal, and received their hearty endorsement. The Board of Education formed a committee to co-operate with our committee and together they inspected several sites. An option on the most favorable site was obtained for \$10,000, and almost before we realized it, duPont Manual Training High School was the proud possessor of a six and a half acre field with an eight-room house on it. This year our efforts will be spent in building a stadium and to make our field and track the finest in the South; also to convert the house into an up-to-date club house. At first the boys did not think much of having a Parent-Teacher Association in their school, but since it was through the efforts of this association that a field was actually secured, after twenty-five years of "dreaming of one," we believe we have the support of every boy in the school. *Watch us grow.*

NEW HAMPSHIRE

NEW ENGLAND COUNCIL MEETING

The New Hampshire Branch entertained the New England Council at the Nashua Country Club, October 19.

The president of the Council, Mrs. E. C. Mason of Winchester, Mass., called the meeting to order.

Mrs. H. L. Grinnell of Derry, president of the New Hampshire association, gave an interesting account of the growing Parent-Teacher movement in this State. She told of the Student Loan Fund which is being raised, and also gave urgent reasons why associations throughout the State which are not affiliated should join the State organization at once, in order to give and receive inspiration for this most important work.

Mrs. H. C. Jager of Providence, R. I., gave an entertaining and stimulating résumé of the wonderfully progressive work which is being done in her State. She told of definite child study which is being taken up in all of the Rhode Island associations this year, starting with the baby, following with the young child, and taking finally the adolescent. This study will take the whole school year to complete.

Mrs. Lewis R. Hovey of Haverhill, Mass., told of the success both from a financial and advertising standpoint of the booth which the Massachusetts Parent-Teacher association ran at the Home Beautiful exposition in Boston. Mrs. Hovey urged the importance of schools for training parents.

The subject of legislation was reported by Mrs. George Whiting of Cambridge, Mass., who appealed to the Council to uphold the Eighteenth Amendment and the Volstead Act. She urged members to use their right to vote and to influence all women with whom they came in contact to register for voting.

Mrs. Harry A. Mayer, a delegate and past president of the West Side Parent-Teacher association of Manchester, gave an interesting description of the work done in that organization.

Mrs. Milton P. Higgins of Worcester, Mass., past president of the National Association, gave an inspiring address. Mrs. Higgins will never cease to be a help and inspiration to all who are fortunate enough to know her.

The health chairman of the New Hampshire association, Miss Daisy Deane Williamson, spoke of the work she is doing along this line in the State. She is asking that she, or someone in her department in the extension work at the University of New Hampshire, may speak on food selection during the coming winter, before every affiliated Parent-Teacher association in New Hampshire.

The State Secretary of the Massachusetts association, Miss Bottomly of Worcester, read a report of a survey made among the schools and colleges of Massachusetts relative to parent training taught in these institutions. Boston University, she stated, has the most complete course in parent training in the country to-day.

* * *

The new president of the State association, Mrs. H. L. Grinnell of Derry, has taken hold of the P.T.A. work with an earnestness which should bring results during the year; results which may be measured in an added number of individual associations affiliating with the larger one, in in-

creased activity among the officers and department heads, in a revivifying of dormant associations, and in a new loyalty to the State organization among local societies which are members.

STATE'S GREATEST NEED IS TEACHERS

Further progress in the improvement of New Hampshire schools will depend in great degree upon our success in finding solutions for three immediate needs:

- (1) Better payment for teachers in service,
- (2) Better training for teachers,
- (3) Better selection of teachers.

The first will be accomplished when equal social and financial recognition shall be given to teachers of like worth in cities, villages and rural communities. The second, when the facilities of our normal schools are developed so that better instruction and training are possible. The third, when we make our normal schools so attractive that entrance will be more eagerly desired by an increased number of highly competent young people in our State.

E. W. BUTTERFIELD,
Commissioner of Education.

OKLAHOMA

FROM "OUR VERY FIRST" BULLETIN

It is with no little pride that Guthrie Parent-Teacher Association presents to you, state co-workers, this first State issue of an official organ. Seeing the need of our associations spreading more rapidly, in that we are perhaps the infant State in organization, Guthrie felt that she wanted to awaken interest in the Parent-Teacher Association movement by publishing, free of cost to any of you, the first Bulletin. Now, then, in so doing she challenges Tulsa to follow in her steps and bring us one in December equally as free of cost to the State. Will she do it? If she does, then Tulsa can challenge some one else, and in so doing can be of inestimable value to the Parent-Teacher Association cause.

The State Executive Board, in trying to determine just what we as a state, in our Parent-Teacher Association infancy, should center upon as our goal, decided upon the illiteracy of our state. All know that illiteracy and crime are close akin, and the question is, Is it more economical to educate children or prosecute criminals and maintain jails, penal institutions, etc.?

For the benefit of some into whose hands this bulletin may fall, we will state that the state of Oklahoma proper was organized in November, 1922. A few of our real educators, realizing the need in our state, asked that the national organizers come to Oklahoma City. A call was issued to the state organizations interested, to come together. This met with a hearty response, and after due discussion the first officers were elected.

Why can't the Parent-Teacher Association center on better paid teachers in our schools? Can we expect the best teachers when the lowest salaries are often paid? Look this squarely in the face.

The Parent-Teacher Association of Oklahoma City has asked to sponsor the opening of the

Juvenile Home for Boys, which will be opened on East Twenty-third, Oklahoma City, some time in the near future. This is real constructive work, and will mean lots to all concerned.

In October, Mrs. J. P. Slaughter, the State President, spent a day in Guthrie conferring with P.T.A. workers. After an afternoon spent in informal P.T.A. conversation a Council was perfected and the issuing of this bulletin is their first work since organization. This shows what co-operation alone can do. By Mrs. Slaughter's suggestion this council is composed of the present executive boards of each affiliated school and all past presidents of local Parent-Teacher Associations. Their power ceases after leaving the council chamber and at no time can this group dictate in any way to any school, as it is merely a council body.

At a recent call meeting of the State Executive board held in Oklahoma City, it was voted to take the next State Convention to Perry, Oklahoma, some time in March, 1924. Exact date to be given out later. Perry was a close contestant for this convention at the April convention held in Tulsa, but Bartlesville outvoted her. However, upon our President's return an investigation of the State By-laws and constitution proved the convention proper had overstepped its bounds, as the matter of a selection of meeting places, time, etc., is left to the State Executive. However our state representation from Bartlesville graciously voted for Perry. Let's always have them where all will have equal chance of going. Everybody to Perry in March, 1924!

The Parent-Teacher is fast becoming recognized as a factor to be reckoned with in this good old U. S. A., and why should Oklahoma not rank among the foremost promoters of this great work? Get everybody you can to come in. Give them your literature and let them read for themselves. The larger and better organized we are as a whole the more big things we can accomplish in the name of the P.T.A. We want the parents and teachers to realize that we are organized to give the best kind of co-operation and no thought of meddling with school affairs on the part of parents, or of interference on the part of teachers in the conduct of home affairs. When this is done it will be no trouble to get everybody to federate.

SOUTH CAROLINA

The South Carolina Branch held its first convention at Florence, S. C., October 23 and 24. At a meeting of the Board of Managers held at the residence of Mrs. J. W. Ivey, October 23, the form of organization to be perfected at the convention, and the work to be undertaken was outlined.

The convention opened at the Auditorium of the Florence High School in the evening of the 23d with interesting and enjoyable exercises, the features of which were the addresses of Mrs. A. H. Reeve, National President of the Mothers' Congress and Parent-Teacher Associations, of Philadelphia, and Mrs. George R. Lunz, president of the State Branch. Mrs. Reeve's address was thoroughly instructive and informative, pointing

out that the association is not to make trouble for, but to co-operate with and help the teachers; not to reform the school system, but to help it by bettering things at home.

The delegates were warmly welcomed by the Mayor, Secretary of the Chamber of Commerce, and the Superintendent of Schools.

An enjoyable feature of the evening was the splendid musical program arranged by the local committee, one number being a song of welcome to the National President by a score of little girls in which each little girl presented her with a large white chrysanthemum.

At the first business session, called to order by the president, Mrs. George R. Lunz, about seventy-five delegates were present, representing twenty associations.

Before the beginning of business, the association was presented with a handsome silver mounted gavel by Mrs. E. J. Tankersley, president of the Parent-Teacher Association of the Julian Mitchell School, Charleston, S. C., this association being the oldest in the state and the first to take up the matter of organizing into a state branch.

The reports of officers showed that, while we are only seven months old, and had to work during the summer when all Parent-Teacher Associations are enjoying a holiday, we have almost doubled our strength.

An interesting feature of the session was the story of the national convention given by Miss Mattie Thomas, who was sent by the State Department of Education to Louisville.

The most helpful part of the program was the giving of reports by the delegates. Questions were freely asked and answered, and the delegates went back to their associations with help to solve their problems. One point brought out by several delegates was the fact that where they closed their schools a little earlier on the day of meetings, the attendance of parents and teachers was better. Superintendent of Florence schools, Major John Moore, made the statement that the Parent-Teacher Association was of such value to his schools that the half hour given to the teachers was well spent at the association meeting.

At the recess hour the delegates were served a lunch prepared and served by the girls of the Domestic Science Class.

At 2.30 P. M. the convention was called to order, and the rest of the session was given over to conferences of the different departments, conducted by the directors.

The Education Department stressed the program for education week, and gave a questionnaire entitled, "Know your own school," which will make a very instructive program for every association. Among others the following recommendations were adopted:

That March 16 we observed as State Day by the various local associations, and that funds be raised on that day for the State Treasury.

That this organization affiliate with the Woman's Legislative Council so as to be represented on that body.

That we pledge support to the South Carolina superintendents in trying to rid South Carolina of immature high school pupil teachers.

To endorse physical education as a part of the common school system of South Carolina.

To co-operate with the state committee for better films in the establishment of juvenile matinees with especially selected pictures.

During the morning session a telegram was received from state superintendent of education, Mr. J. H. Hope, stating that he could not address the convention at the evening session. The convention adjourned after the introduction of the district vice-presidents, who told of the biggest thing done in their districts since the organization of the State Branch. A round of applause greeted the vice-president of the sixth district, to which Florence belongs, when she said the biggest thing done in her district was having the convention meet there.

TEXAS

There was a Parent-Teacher section at the State Teachers' Association held at Fort Worth, November 30. On the interesting program are noted the following addresses:

"Parent-Teacher Associations and Child Health," Dr. A. E. Peterson, Cleveland, O.

"Some Functions of the Parent-Teacher Associations," Dr. P. P. Claxton, Superintendent of Schools, Tulsa, Okla.

"Child Labor and Compulsory Education," Dr. Owen Lovejoy, General Secretary National Child Labor Commission.

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A short course in public speaking on child welfare subjects is being offered by the Houston Council of Parent-Teacher Associations. Men and women experienced in the art of public speaking will be in charge of the classes.

* * *

The Miles Parent-Teacher Association is desirous of putting on a membership drive soon, and also is planning to install the hot lunch during the winter months. The school is not able to have a domestic science teacher this year, but the mothers are going to contribute their time to the work.

* * *

Recently the Gladewater Parent-Teacher Association gave the teachers a reception and found it a success and fully worth while. The president writes: "After everyone had passed the receiving line and the punch bowl, we were told that ten nickels had been given to ten persons, and the tenth person to shake hands with the holder of a nickel received the nickel. Useless to say, we had quite a handshaking which did away with all formality. We then had a short program of music, readings, and a talk on our Parent-Teacher Association work. I think our membership will be greatly increased this year, for I know more are becoming interested in our work. We are making a special effort to get the country people to line up with us. There are thirty or forty children who come in by truck, and we sent all these parents a written invitation to the reception to meet the teachers. Our effort was fruitless, but I believe the seed sown will bear fruit by and by."

* * *

The Thorndale Association, which was organized four years ago, has accomplished a number of worth-while things. Playground equipment has been added to the school, cement walks have been built, five hundred books have been

added to the school library, and many small conveniences have been added to the classrooms. A course of study proved very profitable, and the social features have been well attended. In the State membership campaign this association came second and received national recognition and has a gold certificate.

Houston Heights Senior High School Parent-Teacher Association has a unique membership card, which serves as a year book and a constant reminder of Parent-Teacher Association work. This is a very attractive calendar in blue and brown tones on white background with the picture of the senior high on it. Every fourth Monday is Parent-Teacher Association day, and is lettered in brown, while the other dates are blue. Each month's sheet has the general subject for the Parent-Teacher Association program and several blank lines for additional numbers. The membership dues of this association are 50 cents, and this pretty and useful calendar is given every-one paying dues.

* * *

The Brownsville Parent-Teacher Association has employed a landscape artist to beautify the grounds of the junior and senior high schools. This work will begin the last of September.

* * *

Mrs. Mary Catherine Marrs, past secretary of the Gulf Parent-Teacher Association, writes interestingly of that organization:

Did you ever live in a town where one-fifth of the entire population belonged to the local Parent-Teacher Association? Such a town is Gulf, and such a Parent-Teacher Association is the Gulf Parent-Teacher Association.

Gulf is the little city for the employes of the Texas Gulf Sulphur Company, and is situated at the "jumping-off place," so to say, of Texas, its back doors threatening Matagorda Bay. There are children, scores of them, that naturally demand an education. The population, being almost wholly made up of young couples, most of whom have children either preparing for school or within school age, is interested in the school and the welfare of its young people.

Last year the Parent-Teacher Association accomplished the following objects:

A delegate to the State meeting. An "Anti-Slang" drive. The purchase of new books for the school library. The appeal for a curfew law—which unfortunately could not be enforced because Gulf happens to be an unincorporated town. However, many parents awoke to the fact that their children were in the streets later than they should have been. Thus there was a general reformation. The purchase of athletic equipment and the upkeep of general athletics. Appropriate pictures were bought for the schoolrooms. A membership drive was launched with success. A number of money-making schemes were unfolded, thereby ripening the treasury, such as food booths at local entertainments. The entertaining of the County Federation of Women's Clubs at fifty cents per plate. Election of May queen. May fête and circus—all of these things along with local donations have kept at all times sufficient funds for distribution in such ways as the Parent-Teacher Association sees fit. In all, the Gulf Parent-Teacher Association is alive, wide-awake, and on the alert.

THE PARENTS' BOOKSHELF

With the growing recognition of Parenthood as a Profession comes the need for a reference library for the students—the fathers and mothers.

CHILD-WELFARE has devoted six months to the careful reading of many books, and now offers a practical bibliography suited to the needs of parents, with a range of prices which will place at least some of the books within the reach of anyone. Study Circles desiring more technical treatment of special subjects may write to the magazine for further information.

This month we present books dealing with the child in school and in high school. Books not procurable in local libraries or book stores will be mailed by publisher on receipt of price, or may be secured through "Child Welfare."

- *Child Training, Angelo Patri. Price, \$2.00. D. Appleton & Co., New York.
- Outlines of Child Study, Benjamin Gruenberg. The Macmillan Co., New York.
- The Parent and the Child, Henry F. Cope. Price, \$1.50. George H. Doran Co., New York.
- Hygiene of the School Child, L. M. Terman. Houghton, Mifflin, Boston, Mass.
- Sons and Daughters, Sidonie Gruenberg. Henry Holt, New York.
- *Mothers and Children, Dorothy Canfield Fisher. Price, \$1.50. Henry Holt & Co., New York.
- Home, School and Vacation, A. W. Allen. Houghton, Mifflin, Boston, Mass.
- Youth and the Race, E. J. Swift. Scribner, New York.
- The Boy Problem, William Byron Forbush. Pilgrim Press.
- Child Nature and Child Nurture, E. P. St. John. Pilgrim Press.
- Religious Education in the Family, Henry F. Cope. Price, \$1.50. George H. Doran Co., New York.
- The Coming Generation, William Byron Forbush. D. Appleton & Co., New York.
- The Training of Children in Religion, George Hodges. D. Appleton & Co., New York.
- Fathers and Mothers, George F. Betts. Bobbs Merrill, New York.
- The High School Age, Irving King. Bobbs Merrill, New York.
- Girl and Woman, Caroline Latimer. D. Appleton & Co., New York.
- Studies in Education, Earl Barnes. The author, Philadelphia, Pa.
- The Government of Children Between Six and Twelve, Forbush. Price, 25 cents. Abingdon Press, New York.
- Building for Womanhood, Margaret W. Eggleston. Price, 20 cents. Abingdon Press, New York.
- That Boy of Yours, James S. Kirtley. The George H. Doran Co., New York.
- Play in Education, Joseph Lee. The Macmillan Co., New York.
- Training the Boy, William A. McKeever. Price, \$1.50. The Macmillan Co., New York.
- Training the Girl, William A. McKeever. Price, \$1.50. The Macmillan Co., New York.
- Farm Boys and Girls, William A. McKeever. Price, \$1.50. The Macmillan Co., New York.
- Psychology and Parenthood, H. A. Bruce. Dodd, Mead & Co., New York.
- Talks to Teachers, William James. Price, \$1.50. Henry Holt & Co., New York.

*Also included in previous list.

NOTE.—Through an error of the printer in the last issue, "How to Know Your Own Child," by Miriam Finn Scott, was listed among the publications of the Abingdon Press and was quoted at 20 cents. It is published by Little, Brown & Co., Boston, at \$2.00.